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ABSTRACT

A recent study asked nationally representative samples of public school principals and teachers about their use of content and performance standards and other reform strategies, ties between the home and school, Title I's role in supporting reform, and the information they needed to proceed with reforms. This report presents findings of the principal survey, which had 1,216 respondents. Fully 78 percent of principals reported their schools used content standards to a moderate or great extent to guide curriculum and instruction in all four core subjects. About 10 percent indicated their schools were implementing all 10 comprehensive reform strategies. At least 40 percent of respondents needed more information on using innovative technologies, professional development linked to standards, and parental involvement activities. Barriers to achieving high standards included diverse student populations, high student mobility, inadequate parent involvement, and inadequate student assessments. Half the principals preferred to receive information on reforms through institutes or workshops. Principals of Title I-funded schools and those without such funding had similar familiarity with and implementation of comprehensive reforms. Included are survey highlights, a summary, and appendices containing methodologies, tables, and the survey form. (MLH)

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ED 419 299

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Statistical Analysis Report

May 1998

Status of Education Reform in Public Elementary and Secondary Schools: Principals' Perspectives

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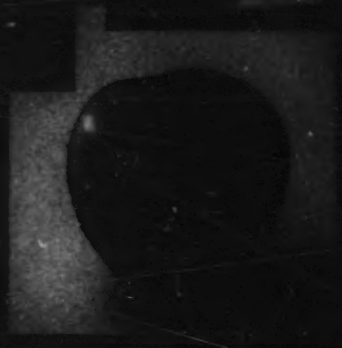

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Fast Response Survey System

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Status of Education Reform in Public Elementary and Secondary Schools: Principals' Perspectives

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Highlights

- Seventy-eight percent of public school principals reported that their schools use content standards to a moderate or great extent to guide curriculum and instruction in all four core subjects: 92 percent in mathematics, 90 percent in reading/language arts, 84 percent in science, and 81 percent in history/social studies (figure 1). Almost two-thirds of principals (64 percent) reported that their content standards in any subject changed to a moderate or great extent in the last 3 years (figure 2).

- About 1 in 10 public school principals reported that their schools were implementing all 10 strategies in support of comprehensive reform that were asked about on the survey. Eighty-five percent reported using strategic plans for enabling all students to achieve to high levels of performance and 84 percent reported using professional development to enable staff to teach the content students are expected to learn (table 1).

- When asked to indicate the three strategies in support of comprehensive reform for which they most needed information, 40 percent or more of public school principals reported that they needed information on the following: using innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn (43 percent), professional development linked to the standards (41 percent), and parent involvement activities (40 percent) (table 1).

- About half of public school principals cited the following factors as barriers to the application of high standards to all students: teaching students who are at different levels (56 percent), the inadequacy of parent involvement (49 percent), and assessments that do not measure what students can do (48 percent) (table 2).

- Principals reported that they were likely to provide parents with a school progress report to inform parents of their expectations for student learning (88 percent); they also frequently provided an overview of the curriculum (81 percent), examples of successful student work (76 percent), and an overview of the content standards (61 percent) (figure 6).

- For decisions related to developing content standards for the school, similar percentages of public school principals attributed a moderate or great amount of influence to the state department of education and to local district administrators (both 86 percent), to principals and teachers at the school (85 percent), and to the local school board (69 percent) (table 5).

- More than 30 percent of public school principals cited the following sources as very helpful to them in understanding or using comprehensive reform strategies or activities: institutes or workshops (41 percent), other principals (33 percent), the school district (32 percent), and state- or district-sponsored education conferences (31 percent). Less frequently cited sources were the Educational Resource Information Center (ERIC), U.S. Department of Education regional labs, other U.S. Department of Education offices or programs, the media, and teacher organizations (4 percent or less) (table 4).

- Public school principals reported that they used Title I funds for specific activities, including serving targeted children in a pull-out or in-class setting (88 percent), providing extended-time learning opportunities (64 percent), operating a schoolwide program (36 percent), and providing summer learning activities (37 percent). The percentage of principals who operated schoolwide programs was higher for elementary schools (51 percent) than for middle schools (19 percent) and high schools (11 percent) (table 7).

- Forty-three percent of public school principals in Title I-funded schools reported familiarity with eight recent legislative changes to Title I to a moderate or great extent. More principals in schools with schoolwide programs (54 percent) than in other Title I schools (34 percent) were familiar with the eight specific provisions asked about on the survey. This finding holds true as well for each of the specific provisions, with principals with schoolwide programs more likely to report familiarity (table 10).

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Introduction

National attention is focused on education reform as more state and local education agencies adopt challenging content and performance standards for students, decide how to restructure the school day, and begin to involve parents in all aspects of their children's education. These efforts have expanded significantly since the 1994 passage of the Goals 2000: Educate America Act. Under Goals 2000, states develop education improvement plans that include "strategies for ensuring that comprehensive, systemic reform is promoted from the bottom up in communities, local educational associations, and schools, as well as guided by coordination and facilitation from State leaders" (section 306).

This study asked nationally representative samples of public school principals and teachers about their use of content standards and performance standards and other reform strategies, ties between the school and home, the role of the Title I program in supporting reform, and what information they need to help them move ahead with reform.

This report presents the findings of the principal survey, called the *Public School Survey on Education Reform*; a subsequent report, called *Status of Education Reform in Public Elementary and Secondary Schools: Teachers' Perspectives*, will summarize results from the teacher survey. The U.S. Department of Education (ED) will use this information to see how principals and teachers view reform and reform efforts. Findings from parallel surveys of school districts and states are reported in *Reports on Reform from the Field: District and State Survey Results*.

This report contains information about reform efforts in schools reported by school principals through a mail survey. The information has not been objectively measured or independently verified. Because of the survey questions and collection methodology used, results should be interpreted carefully. Principals may have overreported their involvement in reform for the following reasons:

1. Since all principals do not share the same concept of reform, survey questions were designed to be inclusive of a wide variety of activities.
2. The reporting of reform activities has strong demand characteristics--meaning that principals know that their schools should be engaged in these activities.
3. As a Fast Response survey, the questionnaire was brief and could not collect information to judge the accuracy of the principals' reports about their reform efforts.

Principals were given guidance while completing their surveys in the form of general definitions of reform and standards. Comprehensive reform was defined on the questionnaire as "efforts to improve education for all students by establishing high content and performance standards and redesigning the various components of the education system in a coordinated and coherent fashion to support students learning to the standards." High standards were defined as "recent and current education reform activities that seek to establish more challenging expectations for student achievement and performance, such as the National Council of Teachers of Mathematics standards for math, state- or local-initiated standards in various subjects, and those outlined in Goals 2000." Further, "standards go beyond general expectations for student learning in that they are written, may be externally developed, and are to be applied uniformly by all teachers." Note that the survey did not limit standards to those adopted by states, since schools in states that have not adopted standards could have locally-developed standards of their own.

These data were requested by ED's Planning and Evaluation Service (PES) to provide descriptive information about reform, principals' needs for information and assistance, and the role of Title I program resources in supporting education reform. This study is part of a larger national assessment of the Title I program. Other parts of the assessment use methodologies such as site visits to collect additional detail and to verify school activities.

The study was conducted during the spring of 1996 (with followup through July of that year) by the Fast Response Survey System (FRSS) for the National Center for Education Statistics (NCES) by Westat, Inc., a research firm in Rockville, Maryland. The survey asked principals to report for the 1995-96 school year.

The questionnaires were sent to 1,360 principals of a nationally representative sample of U.S. public schools (see appendix A for survey methodology). The survey requested information about the following issues:

- Use of content standards to guide curriculum and instruction;
- Strategies to support comprehensive reform;
- Barriers to the application of high standards to all students;
- Methods of informing parents about the school's expectations for student learning;
- Sources of information and assistance in using and understanding reform strategies and activities;

- Groups with influence over decisions related to reform; and
- Understanding of new Title I program provisions supporting reform.

Survey findings are presented for all schools, and frequently by the following school characteristics:

- Instructional level (elementary school, middle school, high school);
- Locale of school (city, urban fringe, town, rural);
- Percent of students in the school eligible for free or reduced-price lunches through the National School Lunch Program (42 USC 1758 (f)(2)) (less than 35 percent, 35-49 percent, 50-74 percent, 75 percent or more) by instructional level; and
- Title I funding (no Title I, Title I nonschoolwide program, Title I schoolwide program) by instructional level.

Appendix B contains reference tables of the survey data broken out by the four school characteristics. These tables were included in the report because many of the comparisons between types of schools on the extent of their reform activities did not show the substantively interesting or statistically significant differences that were anticipated. Readers can refer to the tables in appendix B to view comparisons not cited in the text of this report.

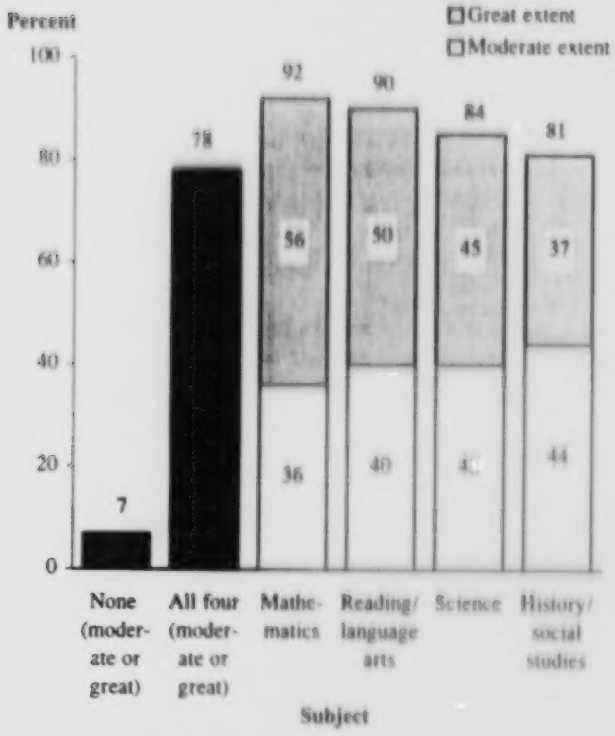
Data have been weighted to provide national estimates of public schools. All comparative statements made in this report have been tested for statistical significance though chi-square tests or *t*-tests adjusted for multiple comparisons using the Bonferroni adjustment and are significant at the 0.05 level or better. However, not all statistically significant comparisons have been presented. It should be noted that the estimates for elementary schools with between 35 and 49 percent of students eligible for free or reduced-price lunches are based on a relatively small number of unweighted cases (39) (appendix table A-1).

Use of Content Standards to Guide Curriculum and Instruction

Written standards that specify the content that students are expected to learn, that go beyond general expectations, and that are applied uniformly by all teachers can be valuable education reform tools for schools (Goals 2000: Educate America Act, section 211). Content standards are generally subject-specific and may be adopted from an external source (such as a professional teacher association) or developed by schools, districts, or states. To find out how pervasive standards are, the survey asked principals about the use of content standards in four core subjects: reading/language arts, mathematics, science, and history/social studies.

Seventy-eight percent of public school principals reported that their schools use content standards to a moderate or great extent to guide curriculum and instruction in all four core subjects asked about on the questionnaire (figure 1). These findings generally hold true across the different types of schools compared in this analysis (appendix table B-2). By subject, 92 percent of principals reported their schools used content standards in mathematics, 90 percent in reading/language arts, 84 percent in science, and 81 percent in history/social studies. These findings also generally hold true across different types of schools (appendix table B-2).

Figure 1.—Percent of principals reporting that their schools use content standards to guide curriculum and instruction in various subjects: 1996

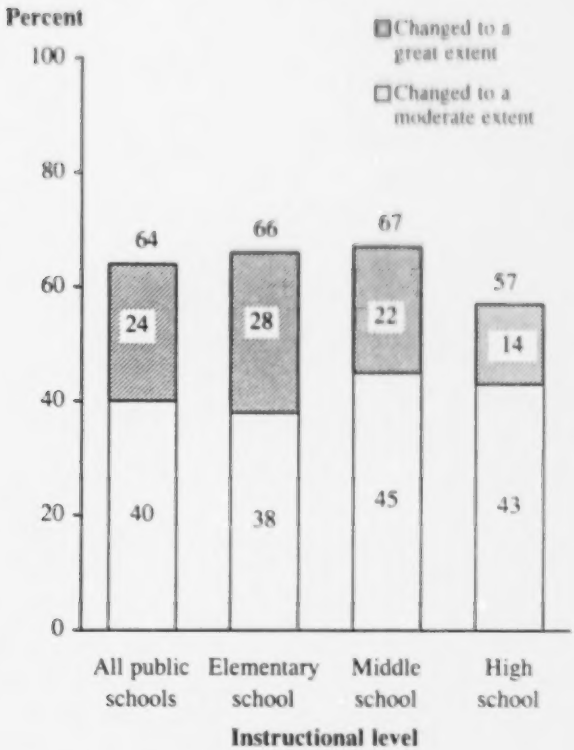


NOTE: This survey included only public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

About two-thirds of principals (64 percent) reported that the content standards in their school for any subject have changed to a moderate or great extent in the last 3 years (figure 2 and appendix table B-3). This finding can be interpreted in several ways. Changes to content standards could mean that schools are updating their curricula to take advantage of current developments, or alternatively, that schools view content standards as another in a series of passing fads.

Figure 2.—Percent of principals reporting that the content standards for any subject in their schools have changed in the last 3 years, by instructional level: 1996



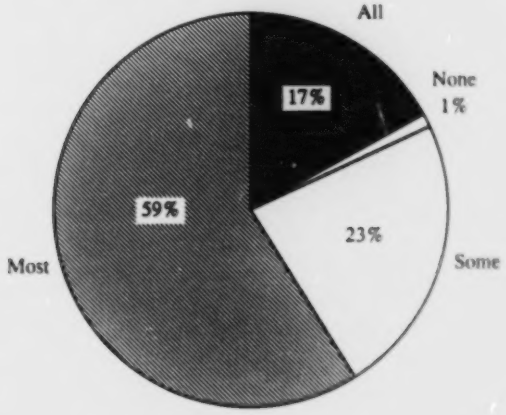
NOTE: This survey included only public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Public school principals were generally confident about the abilities of their staff members to implement reforms. About three-quarters (76 percent) reported that all or most of their staff were ready to set or apply new high standards of achievement for their students (figure 3 and appendix table B-4). Elementary school principals (21 percent) were more likely to report that all of their staff were ready than were high school principals (8 percent) (figure 4 and appendix table B-4). No differences were observed between schools with different proportions of students eligible for the free or reduced-price lunch program or between principals by receipt of Title I funding (appendix table B-4).

These figures on staff abilities match fairly well with the principal reports of use of content standards. While 78 percent of principals report their schools used content standards to guide curriculum and instruction, 76 percent report that most or all of their staff were ready to set or apply these content standards.

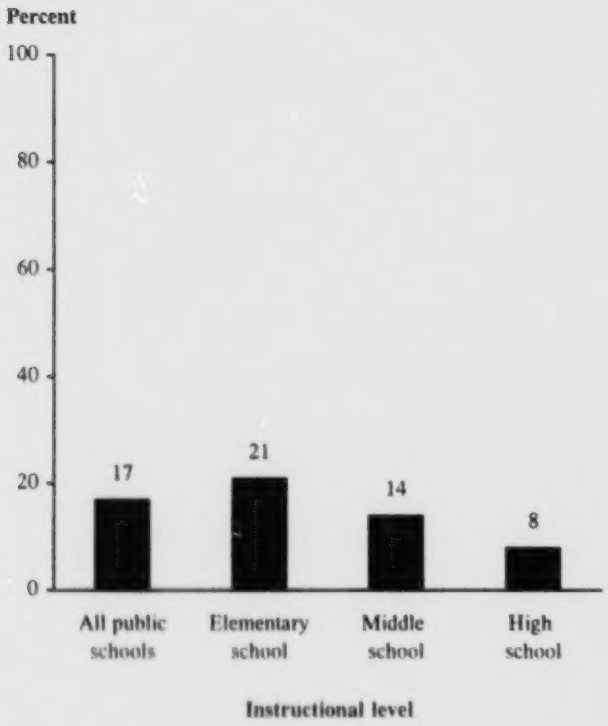
Figure 3.—Percent of principals reporting that none, some, most, or all of their staff are ready to set or apply new high standards of achievement: 1996



NOTE: This survey included only public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Figure 4.—Percent of principals reporting that all staff are ready to set or apply new high standards of achievement for their students, by instructional level: 1996



NOTE: This survey included only public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Strategies to Support Comprehensive Reform

The survey asked public school principals about the use of a number of specific strategies in support of comprehensive reform to provide a picture of how seriously involved schools were in education reform. The strategies listed were the following:

- A strategic plan for enabling all students to achieve to high levels of performance;
- Professional development to enable staff to teach the content students are expected to learn;
- Instructional materials such as textbooks that expose students to the content they are expected to learn;
- Innovative technologies such as the Internet and telecommunication-supported instruction that expose students to the content they are expected to learn;

- Adaptations so that all students (specifically: limited-English proficient students) are expected to achieve to high levels of performance;
- Adaptations so that all students (specifically: students with learning disabilities) are expected to achieve to high levels of performance;
- Assessments that measure performance against the content students are expected to learn;
- Assessments that are used for school accountability and continuous improvement;
- Parent involvement activities that help parents work with their children to achieve to high levels of performance; and
- Restructuring the school day to teach content in more depth.

For these same strategies, principals also indicated the three for which they most needed information.

Most principals reported that their schools were active in these areas, but only about 1 in 10 said their schools were implementing all 10 strategies to a moderate or great extent. These findings also hold across different types of schools (appendix table B-6). Elementary schools principals (72 percent) were more likely than middle school (50 percent) and high school (42 percent) principals to report that their schools are implementing parent involvement activities (table 1 and appendix table B-6).

Eighty-four percent of principals reported that their schools had professional development to enable staff to teach the content students are expected to learn, while 41 percent reported they need more information on this topic. This finding can be compared to the 76 percent who reported that most or all of their teachers are ready to set or apply new high standards of achievement for their students.

Table 1.—Percent of principals reporting that they are implementing various strategies in support of comprehensive reform, and percent reporting that they need information on these strategies: 1996

Strategy	All public schools	Instructional level			Information needed[1]
		Elementary school	Middle school	High school	
Implementing all 10 strategies asked about on the survey	10	11	8	9	--
Strategic plan	85	87	90	77	31
Professional development	84	88	88	72	41
Instructional materials	88	89	90	85	13
Innovative technologies	60	58	61	63	43
Adaptations for limited-English proficient students[2]	75	75	73	75	11
Adaptations for learning disabled students[2]	88	90	89	83	13
Assessments matched to content standards	76	78	77	68	32
Assessments for school accountability	79	80	84	72	23
Parent involvement activities	62	72	50	42	40
Restructuring the school day	53	53	55	51	33

--Not applicable

[1]Principals could select up to three strategies for information.

[2]Implementation among schools with these students enrolled.

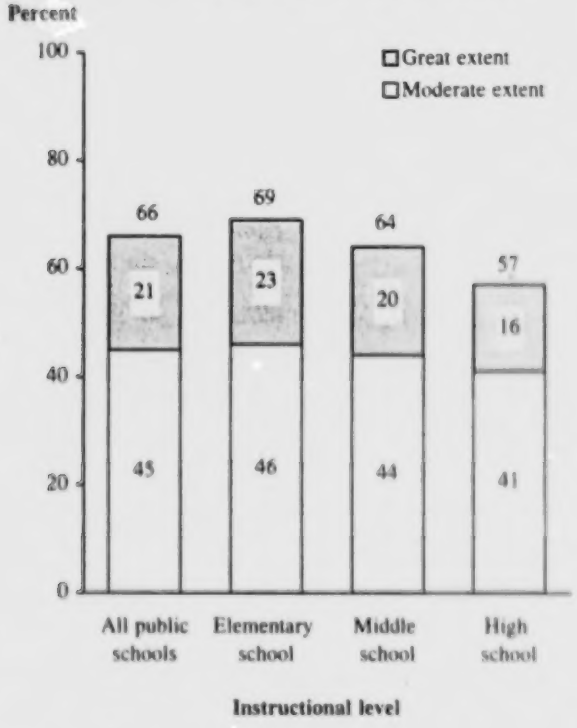
NOTE: This survey included only public schools. Percentages are for a moderate or great extent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Overall, about three-quarters of public school principals (76 percent) reported that their schools use assessments of student performance matched to their content standards to a moderate or great extent, and 79 percent reported using assessments for school accountability (table 1 and appendix table B-6). About two-thirds of all principals (66 percent) reported that their schools express these performance assessments in terms of students meeting specified levels, such as advanced, proficient, and novice (figure 5 and appendix table B-8). Elementary school principals (69 percent) were more likely than high school principals (57 percent) to report that their schools express their assessments in these terms.

Principal reports of use of assessments generally coordinate with their reports of use of content standards. For example, the 78 percent of principals who reported using content standards in all subjects matches well with the 76 percent who claimed to use assessments matched to the standards. However, 32 percent reported needing more information on matching assessments to content standards. This figure appears high, considering that 76 percent reported they currently match assessments to their content standards.

Figure 5.—Percent of principals who report that their schools use assessments that are expressed in terms of students meeting various levels of performance standards, by instructional level: 1996



NOTE: This survey included only public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Forty percent or more of principals reported that they needed information on each of the following strategies: using innovative technologies such as the Internet and telecommunication-supported instruction that expose students to the content they are expected to learn (43 percent), professional development linked to the standards (41 percent), and parent involvement activities (40 percent) (table 1 and appendix table B-7).

Barriers to Application of High Standards to All Students

The survey asked public school principals the extent to which 10 factors were barriers to the application of high standards to all students in their school (table 2 and appendix table B-16). "All students" could mean students in all grades, students with limited English proficiency, or students with disabilities. Findings for this question provide further detail to help interpret previous findings on prevalence of reform strategies.

Table 2.—Percent of principals reporting various barriers to applying high standards to all students in the school: 1996

Barrier	Percent of principals reporting barrier
No barriers reported	10
Teaching students who are at different levels	56
Inadequacy of parent involvement	49
Assessments that do not measure what students can do	48
Outdated technology	41
Inadequacy of professional development	38
Inadequacy of guidelines on what standards to use	37
High student mobility	35
Diversity of student population	29
Outdated textbooks	22
Language barriers	13

NOTE: This survey included only public schools. Percentages are for a moderate or great extent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

For all schools, factors cited as moderate or great barriers by close to half of principals were the following: teaching students who are at different levels (56 percent), the inadequacy of parent involvement (49 percent), and assessments that do not measure what students can do (48 percent). The prevalence of several barriers for different types of schools varied. For example, principals of elementary schools with higher proportions of students eligible for free or reduced-priced lunches reported more problems with inadequacy of parent involvement, high student mobility, diversity of student populations, language barriers, teaching students who are at different levels, and assessments that do not measure what students can do than principals of schools with the lowest proportion of these students (table 3 and appendix table B-16).

As mentioned previously, 78 percent of principals say their schools use content standards in all subjects. The positive picture implied by this finding contrasts sharply with the 37 percent of principals who felt the guidelines on standards were inadequate.

The 48 percent of principals who reported the barrier "assessments not measuring what students can do" contrasts with the 76 percent who say they match assessments to content standards. During debriefings held as part of the pretest of the instrument, principals said that they used this category to report, for example, a situation where students in a bilingual class were assessed using an English-language test. The assessment covered the correct content, but the

skills of the students were not adequately measured. These situations may account for a portion of the 48 percent. However, this figure still makes it appear that 76 percent was an overestimate.

In addition, while 84 percent of principals reported that their schools engaged in professional development tied to the standards to a moderate or great extent, 38 percent said that inadequate professional development was a barrier to the application of high standards, calling into question the reports of professional development implementation.

Table 3.—Percent of elementary school principals reporting various barriers to applying high standards to all students in the school, by percent of students eligible for free or reduced-price school lunch: 1996

Students eligible for free or reduced-price school lunch	Inadequacy of parent involvement	High student mobility	Diversity of student population	Language barriers	Teaching students who are at different levels	Assessments that do not measure what students can do
All public elementary schools	44	38	30	15	55	45
Less than 35 percent	28	18	19	3	46	35
35 to 49 percent	36	40	28	6	62	45
50 to 74 percent	57	43	40	17	48	47
75 percent or more	72	70	46	45	76	63

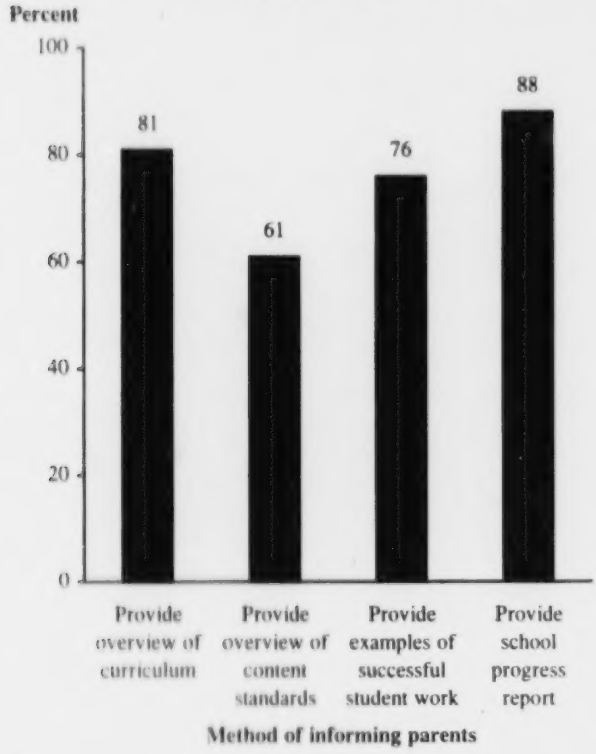
NOTE: This survey included only public schools. Percentages are for a moderate or great extent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Methods of Informing Parents About the School's Expectations for Student Learning

Parents who know what standards the school expects students to meet are in a better position to help their children succeed in school (Goals 2000: Educate America Act, section 102). Schools can inform parents of their expectations for student learning in a number of ways. The survey asked public school principals whether their schools used the following four methods of informing parents: providing parents with an overview of the curriculum, providing parents with an overview of the content standards, providing parents with examples of successful student work, and providing information about the entire school's performance and progress in meeting academic expectations (figure 6 and appendix table B-12). Many principals reported that their schools provided parents with a school progress report (88 percent), an overview of the curriculum (81 percent), examples of student work (76 percent), and an overview of the content standards (61 percent).

Figure 6.—Percent of principals reporting that their schools inform parents about the schools' expectations for student learning in various ways: 1996



NOTE: Public schools only are included.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Sources of Information and Assistance in Using and Understanding Reform Strategies and Activities

Numerous resources are available to school personnel attempting to implement education reforms. The survey asked public school principals whether 19 specific sources have been helpful to them in trying to understand or use comprehensive reform strategies or activities (table 4 and appendix table B-13). Sources cited as very helpful by 30 percent or more of principals were institutes or workshops (41 percent), other principals (33 percent), the school district (32 percent), and state- or district-sponsored education conferences (31 percent). Less frequently cited sources were U.S. Department of Education regional labs, other U.S. Department of Education offices or programs, the media, and teacher organizations (each with 3 percent).

Table 4.—Percent of principals reporting that various sources of information or assistance have been very helpful in understanding or using comprehensive reform strategies or activities: 1996

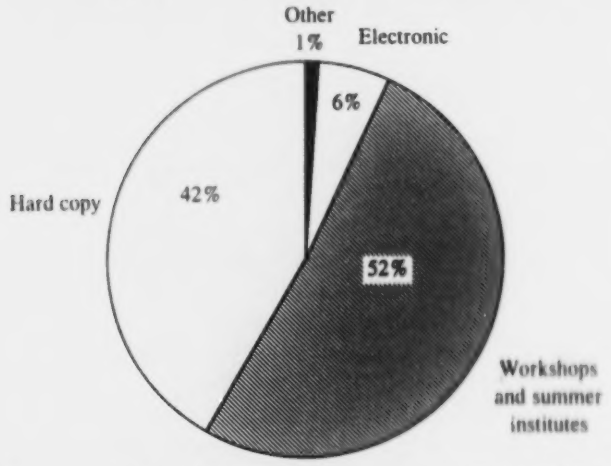
Source of information or assistance	All public schools
Institutes or workshops	41
Other principals	33
School district	32
State- or district-sponsored education conferences	31
Professional journals	29
State-developed content standards	27
Other administrators	26
Professional principal associations	25
State department of education	18
Intermediate or regional education agency	15
National model content standards	12
Institutions of higher education	12
National Science Foundation-funded initiatives	8
Electronic networks/discussion groups	5
Educational Resource Information Center (ERIC)	4
U.S. Department of Education regional labs	3
Other U.S. Department of Education offices or programs	3
Media	3
Teacher unions or organizations	3

NOTE: This survey included only public schools. Percents do not add to 100 because respondents could indicate more than one source.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

About half of public school principals most preferred to receive information through workshops and summer institutes (52 percent), and slightly fewer (42 percent) preferred to receive information in hard copy documents such as journal articles and magazines (figure 7 and appendix table B-14). A small proportion (6 percent) preferred to receive information electronically.

Figure 7.—Percent of principals selecting various formats as their first choice to receive information about comprehensive reform strategies or activities: 1996



NOTE: This survey included only public schools. Percents may not sum to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Groups With Influence Over Decisions Related to Reform

Public school principals were asked to rate on a scale from 0 to 5 (where 0 indicated no influence and 5 a great deal of influence), the actual influence they thought that four groups—the state department of education, the local school board, local district administrators, and principals and teachers at the school—have on three types of decisions related to reform at their school. The decisions are establishing curriculum, developing content standards, and developing student performance standards.

In general, high ratings were given by principals to most groups over most decisions, with the local school board generally attributed less influence over each of the three types of decisions (table 5 and appendix table B-10). For example, for decisions related to developing content standards for the school, similar percentages of principals attributed a moderate or great amount of influence to the state department of education, to local district administrators (both 86 percent), and to principals and teachers at the school (85 percent); and 69 percent attributed this level of influence to the local school board.

Table 5.—Percent of principals reporting a moderate or great deal of influence of various groups over decisions related to reform: 1996

Group	Decision		
	Establishing curriculum for the school	Developing content standards for the school	Developing student performance standards for the school
State department of education	81	86	83
Local school board	79	69	70
Local district administrators	88	86	84
Principals and teachers at the school	87	85	86

NOTE: This survey included only public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Federal Title I Program

The study estimates from principal reports that about two-thirds of all public schools (66 percent) received some Title I funds in school year 1995-96 (table 6 and appendix table B-17). Principal reports of funding were higher for elementary schools (75 percent) than for middle schools (53 percent) and high schools (50 percent).

Table 6.—Percent of principals reporting their school's participation in the Title I program: 1996

School characteristic	Received Title I funds in school year 1995-96	Title I schools		
		Eligible to operate a schoolwide program in school year 1995-96	Plan to operate a schoolwide program in school year 1996-97	Identified as in need of improvement under Title I in school year 1995-96
All public schools	66	66	57	13
Instructional level				
Elementary school	75	65	56	14
Middle school	53	71	63	12
High school	50	64	52	12
Students eligible for the free or reduced-price lunch program				
Less than 35 percent	45	52	46	10
35 to 49 percent	75	40	32	6
50 to 74 percent	86	77	67	12
75 percent or more	93	95	82	27

NOTE: This survey included only public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Principals reported that their schools used Title I funds for specific activities, including serving targeted children in a pull-out or in-class setting (88 percent), providing extended-time learning opportunities (64 percent), operating schoolwide programs (36 percent), or providing summer learning activities (37 percent) (table 7 and appendix table B-18). Title I-funded schools may operate schoolwide programs if they meet certain eligibility criteria and devise a comprehensive plan to ensure implementation. For high poverty schools, schoolwide programs combine Title I funds with other federal program funds to support comprehensive reform and improve the entire educational enterprise for all students at the school, not just targeted students. The percentage of principals of Title I schools who reported operating schoolwide programs was higher for elementary schools (51 percent) than for middle schools (19 percent) and high schools (11 percent).

Table 7.—Percent of principals of Title I schools reporting that they use Title I resources for various purposes, by instructional level: 1996

Use of Title I resources	All Title I schools	Instructional level		
		Elementary school	Middle school	High school
Serve targeted children in a pull-out or in-class setting	88	89	88	86
Provide extended-time learning opportunities for targeted children	64	64	67	64
Improve the entire educational enterprise through a schoolwide program	36	51	19	11
Provide summer learning opportunities	37	37	40	32

NOTE: This survey included only public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

In addition, principals of Title I elementary schools with 75 percent or more of their students eligible for the free or reduced-price lunch program reported least often that they served targeted children in a pull-out or in-class setting (70 percent) and most often that they ran schoolwide programs (85 percent) (table 8 and appendix table B-18).

Table 8.—Percent of principals of Title I elementary schools reporting that they serve targeted children in a pull-out or in-class setting or operate a schoolwide program, by percent of students eligible for free or reduced-price school lunch: 1996

Use of Title I resources	All Title I elementary schools	Students eligible for free or reduced-price school lunch			
		Less than 35 percent	35 to 49 percent	50 to 74 percent	75 percent or more
Serve targeted children in a pull-out or in-class setting	89	98	96	92	70
Improve the entire educational enterprise through a school-wide program	51	23	35	60	85

NOTE: This survey included only public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Principals of Title I schools with schoolwide programs were more likely to report that their schools were identified as in need of improvement under Title I (table 9 and appendix table B-17), as were principals of Title I schools with 75 percent or more of their students eligible for free or reduced-price lunches.

Table 9.—Percent of principals of Title I schools who report their programs were identified as in need of improvement under Title I in school year 1995-96, by various characteristics: 1996

Title I school characteristic	Identified as in need of improvement under Title I
Title I funding	
Nonschoolwide	9
Schoolwide program	19
Students eligible for free or reduced-price lunch	
Less than 35 percent	10
35 to 49 percent	6
50 to 74 percent	12
75 percent or more	27

NOTE: This survey included only public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

To gauge their familiarity with recent legislative changes to Title I, principals in Title I-funded schools were asked the extent to which they were familiar with eight specific provisions (table 10 and appendix table B-19). Forty-three percent of principals in Title I-funded schools reported they were familiar with all eight provisions to a moderate or great extent. More principals in schools with schoolwide programs (54 percent) than other Title I schools (34 percent) said they were familiar with all eight provisions. This finding holds true as well for all the specific provisions, with principals in schools with schoolwide programs more likely to report familiarity.

Note that we do not have objective measures of familiarity with the eight provisions. However, other evidence indicates that principals are overly confident about their level of familiarity with Title I. An indirect measure of principals' understanding of Title I are their reports of eligibility to operate a schoolwide program. As shown in table 6 and appendix table B-17, 52 percent of Title I principals in low poverty schools report that they are eligible for schoolwide programs, even though they probably are not. Findings about familiarity should be interpreted cautiously.

Principals reporting familiarity with the provisions were also asked to gauge how much of a change would be required in their schools in order to implement the provisions (table 10 and appendix table B-20). Generally, between 40 and 50 percent of principals reported that moderate or great changes would be required in their schools to implement each provision. There were no substantively interesting differences in reports of difficulty of implementation between schools with schoolwide programs and other Title I schools.

Generally, schools have found that making these changes requires substantial effort, and that the level of effort required is not anticipated at the start of the process. Figures presented above provide evidence that even principals who claim they are familiar with the provisions are probably not fully aware of what implementing the changes would entail, and that they are not very far along in the process of implementation.

Table 10.—Percent of principals of Title I schools who report they are familiar with new provisions in the Title I program and who report that these new provisions will require changes in their schools: 1996

Title I provision	Familiar with provision	Change in school required*
Familiar with all 8 provisions		
All Title I schools	43	-
Nonschoolwide program	34	-
Schoolwide program	54	-
Apply high standards to all students		
All Title I schools	68	47
Nonschoolwide program	57	43
Schoolwide program	82	52
Flexibility to identify students for services		
All Title I schools	75	42
Nonschoolwide program	68	41
Schoolwide program	85	43
Extend learning time		
All Title I schools	61	52
Nonschoolwide program	49	52
Schoolwide program	77	52
Minimize pull-out programs		
All Title I schools	78	44
Nonschoolwide program	72	43
Schoolwide program	87	45
Develop a parent involvement policy		
All Title I schools	85	45
Nonschoolwide program	80	44
Schoolwide program	91	46
Develop a school-parent compact		
All Title I schools	74	50
Nonschoolwide program	66	49
Schoolwide program	83	51
Assess student performance		
All Title I schools	83	41
Nonschoolwide program	81	38
Schoolwide program	91	45
Use performance results for school accountability		
All Title I schools	84	45
Nonschoolwide program	80	42
Schoolwide program	90	49

- Not applicable

*Among principals familiar with provision

NOTE: This survey included only public schools. Percentages are for a moderate or great extent

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996

Summary

The survey findings generally describe a high level of use of content and performance standards among public schools, according to principals. Certain strategies in support of reform, such as strategic plans for enabling all students to achieve to high levels of performance, were likely to have been implemented already. However, some barriers to applying high standards to all students were perceived, especially for schools with higher proportions of their student populations eligible for free or reduced-price lunches. These reported barriers include inadequacy of parent involvement, high student mobility, diversity of student populations, language barriers, teaching students who are at different levels, and assessments that do not measure what students can do.

Public school principals found assistance to help them understand and use comprehensive reform strategies and activities, citing institutes or workshops, other principals, the school district, and state- or district-sponsored education conferences as especially helpful. In fact, about half of principals preferred to receive information on reform through institutes or workshops. Less frequently cited sources were U.S. Department of Education regional labs, other U.S. Department of Education offices or programs, the media, and teacher organizations.

Principals of Title I-funded schools generally were not different from those in schools not receiving Title I funds with regard to familiarity with and implementation of comprehensive reform. Principals in Title I schools also reported familiarity with new provisions in the Title I legislation related to comprehensive reform. However, familiarity with provisions does not imply full awareness of what implementing the provisions would entail.

Overall, though, the survey found few differences in reform efforts between different types of schools. Subsequent studies might try to provide a more detailed picture by asking principals to describe the specifics of reform implementation at their school.

Appendix A

Survey Methodology and Data Reliability

Survey Methodology and Data Reliability

Sample Selection

The sampling frame for the FRSS *Public School Survey on Education Reform* was constructed from the 1993-94 NCES Common Core of Data (CCD) public school universe file and included over 82,000 public elementary, middle, and high schools. Excluded from the frame were special education, vocational, and alternative/other schools, schools in the territories, and schools with the highest grade lower than grade 1.

A stratified sample of 1,360 schools—534 elementary schools, 375 middle schools, and 451 high schools—was selected for the survey. To select the sample, the schools in the frame were stratified by the three instructional levels, poverty status (based on the percent of students eligible for the free or reduced-price lunch program as recorded in the CCD file) within level, and enrollment size class within poverty status. Within these primary strata, schools were sorted by region and locale to induce limited additional stratification. Since free or reduced-price lunch program participation data were missing for about 24 percent of the schools in the CCD, such schools were placed in a separate stratum for sampling purposes. (Note that an item on the survey questionnaire updated this information for all schools.) High poverty schools were oversampled. Such a design is reasonably efficient for the analysis of the survey results by poverty group within instructional level. Within each instructional level and poverty status group, the sample of schools was selected within size classes with probabilities roughly proportional to the square root of the enrollment of the school. The use of the square root of enrollment to determine the sample allocation is reasonably efficient for estimating both school-level characteristics and quantitative measures correlated with enrollment. Further, the proposed sample allocation permits limited analysis (along a single dimension) by instructional level, locale, and poverty status within level (table A-1).

Respondents and Response Rates

In April of 1996, questionnaires (see appendix D) were mailed to 1,360 public school principals. Seven schools were found to be out of scope (no longer at the same location or not serving the same population), leaving 1,353 eligible schools in the sample. Telephone followup was initiated in mid-May and data collection was completed on July 31, with 1,216 respondents. Principals completed 90 percent of the returned questionnaires; the remaining 10 percent were completed by other administrators at the school. Fifty-five percent of the surveys were returned by mail and 30 percent by fax, and about 15 percent of the responses were taken over the telephone. The final unweighted response rate was 90 percent. The weighted response rate was also 90 percent. Item nonresponse rates ranged from 0.0 to 1.0 percent.

Table A-1.—Number and percent of responding public schools in the study sample, and estimated number and percent of public schools the sample represents, by school characteristics: 1996

School characteristic	Respondent sample		National estimate	
	Number	Percent	Number	Percent
All public schools	1,216	100	77,717	100
Instructional level				
Elementary school	470	39	48,035	62
Middle school	344	28	13,863	18
High school	402	33	15,819	20
Locale				
City	382	31	18,699	24
Urban fringe	276	23	18,296	24
Town	301	25	18,974	24
Rural	257	21	21,748	28
Percent of students eligible for free or reduced-price school lunch				
All public schools				
Less than 35 percent	398	33	35,578	46
35 to 49 percent	153	13	13,716	18
50 to 74 percent	310	26	15,579	20
75 percent or more	344	29	12,510	16
Elementary schools				
Less than 35 percent	90	19	19,325	40
35 to 49 percent	39	8	8,712	18
50 to 74 percent	119	25	10,528	22
75 percent or more	221	47	9,408	20
Middle/high schools				
Less than 35 percent	308	42	16,253	55
35 to 49 percent	115	16	5,004	17
50 to 74 percent	192	26	5,051	17
75 percent or more	124	17	3,102	11
Title I funding				
All public schools				
No Title I funds	434	36	26,548	34
Title I nonschoolwide	362	30	28,772	37
Title I schoolwide	420	35	22,398	29
Elementary schools				
No Title I funds	66	14	12,104	25
Title I nonschoolwide	128	27	17,448	36
Title I schoolwide	276	59	18,483	38
Middle/high schools				
No Title I funds	368	49	14,443	49
Title I nonschoolwide	234	31	11,324	38
Title I schoolwide	144	19	3,915	13

NOTE: Details may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Sampling and Nonsampling Errors

For estimation purposes, sampling weights were used that reflect each school's overall probability of selection. These weights are also adjusted to compensate for differential nonresponse in the survey. The findings in this report are estimates based on the sample selected and, consequently, are subject to sampling variability.

The survey estimates are also subject to nonsampling errors that can arise because of nonobservation (nonresponse or noncoverage) errors, errors of reporting, and errors made in the collection of the data. These errors can sometimes bias the data. Nonsampling errors include such problems as the differences in the respondents' interpretations of the meaning of the questions; memory effects; misrecording of responses; incorrect editing, coding, and data entry; differences related to the particular time the survey was conducted; and errors in data preparation. While general sampling theory can be used in part to determine how to estimate the sampling variability of a statistic, nonsampling errors are not easy to measure and, for measurement purposes, usually require that an experiment be conducted as part of the data collection procedures or that data external to the study be used.

To minimize the potential for nonsampling errors, the questionnaire was pretested with knowledgeable respondents like those who completed the survey. During the design of the survey and the survey pretest, an effort was made to check for consistency of interpretation of questions and to eliminate ambiguous terms. The questionnaire and instructions were extensively reviewed by the Planning and Evaluation Service and the National Center for Education Statistics. Manual and machine editing of the questionnaire responses were conducted to check the data for accuracy and consistency. Cases with missing or inconsistent items were recontacted by telephone. Imputations for item nonresponse were not implemented, as item nonresponse rates were very low. Data were keyed with 100 percent verification.

Variances

The standard error is a measure of the variability of estimates due to sampling. It indicates the variability of a sample estimate that would be obtained from all possible samples of a given design and size. Standard errors are used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, the estimated percentage of public schools that use content standards to a great extent in reading/language arts is 50 percent and the estimated standard error is 2.3 percent. The 95 percent confidence

interval for this statistic extends from [50 - (2.3 x 1.96) to 50 + (2.3 x 1.96)], or from 45.5 to 54.5.

Estimates of standard errors were computed using a technique known as jackknife replication. As with any replication method, jackknife replication involves constructing a number of subsamples (replicates) from the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic. To construct the replications, 50 stratified subsamples of the full sample were created and then dropped, one at a time, to define 50 jackknife replicates. A proprietary computer program (WESVAR), available at Westat, Inc., was used to calculate the estimates of standard errors.

Background Information

The survey was conducted under contract with Westat, Inc., using the NCES Fast Response Survey System (FRSS). Westat's project director was Elizabeth Farris, and the survey manager was Carin Celebuski. Judi Carpenter and Shelley Burns were the NCES project officers. The data were requested by Nancy Loy and Daphne Hardcastle of the Planning and Evaluation Service (PES) of the U.S. Department of Education. The report was reviewed by the following individuals:

Outside NCES

- Daphne Hardcastle, PES
- Valena Plisko, PES
- Joanne Bogart, PES
- Elois Scott, PES
- Nancy Loy, OERI

Inside NCES

- Edith McArthur
- Mary Frase

For more information about the Fast Response Survey System or the *Public School Survey on Education Reform*, contact Shelley Burns, Elementary/Secondary Statistics Division, Office of Educational Research and Improvement, National Center for Education Statistics, 555 New Jersey Avenue, NW, Washington, DC 20208-5651, telephone (202) 219-1463.

Terms Defined on the Survey Questionnaire

Comprehensive reform: Efforts to improve education for all students by establishing high content and performance standards and redesigning the various components of the education system in a coordinated and coherent fashion to support students learning to the standards.

Disability: An impairment that substantially limits one or more of the major life activities of individuals.

ERIC: Educational Resources Information Center. ERIC is an education database, clearinghouse, and document reproduction service financed by the U.S. Department of Education.

High standards: Refers to recent and current education reform activities that seek to establish more challenging expectations for student achievement and performance, such as the National Council of Teachers of Mathematics standards for math, state- or local-initiated standards in various subjects, and those outlined in Goals 2000.

School-parent compact: Voluntary written agreements between the school and parents on what each will do to help students succeed in school.

SSI/USI: National Science Foundation's Statewide Systemic Initiatives and Urban Systemic Initiatives programs. For these programs, NSF has cooperative agreements with states and urban areas to undertake comprehensive initiatives for education reform in science, mathematics, and technology.

Classification Variables

- **Locale**
  - **City** - a central city of a Metropolitan Statistical Area (MSA).
  - **Urban fringe** - a place within an MSA of a central city, but not within its central city.
  - **Town** - a place not within an MSA, but with a population greater than or equal to 2,500, and defined as urban by the U.S. Bureau of the Census.
  - **Rural** - a place with a population less than 2,500 and defined as rural by the U.S. Bureau of the Census.

- **Eligibility for free or reduced-price lunches through the National School Lunch Program** (available for 75 percent of the sample from the CCD—data for remaining schools taken from survey questionnaire)
  - **Less than 35 percent** of students in the school eligible
  - **35-49 percent** of students in the school eligible
  - **50-74 percent** of students in the school eligible
  - **75 percent or more** students in the school eligible
- **Title I funding**
  - **No Title I** - School principal reported on the questionnaire that the school did not receive Title I funds in school year 1995-96.
  - **Title I nonschoolwide program** - School principal reported on the questionnaire that the school received Title I funds in school year 1995-96, but did not operate a schoolwide program.
  - **Title I schoolwide program** - School principal reported on the questionnaire that the school received Title I funds in school year 1995-96 and operated a schoolwide program.

Appendix B

Reference Tables

Table B-1.—Percent of public schools that use content standards to guide curriculum and instruction in four subject areas, and percent reporting that the content standards in any subject changed in the last 3 years: 1996

Subject area	Not at all		Small extent		Moderate extent		Great extent	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Reading/language arts	2	0.5	8	1.2	40	2.2	50	2.3
Mathematics	2	0.4	6	1.0	36	2.0	56	2.0
Science	3	0.7	12	1.5	40	2.1	45	2.4
History/social science	4	0.7	15	1.4	44	2.2	37	2.2
Content standards in any subject changed in the last 3 years	4	0.9	30	2.0	40	2.3	24	1.6

NOTE: Percents may not sum to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Table B-2.—Percent of public schools that use content standards to guide curriculum and instruction to a moderate or great extent in four subject areas, by school characteristics: 1996

School characteristic	All four subjects asked about		Reading/ language arts		Mathematics		Science		History/ social studies	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All public schools	78	1.8	90	1.3	92	1.0	84	1.7	81	1.5
Instructional level										
Elementary school	77	2.9	91	1.9	93	1.5	84	2.6	81	2.5
Middle school	84	2.3	92	1.5	94	1.3	90	1.9	85	2.3
High school	75	2.3	85	2.1	87	2.1	82	2.3	77	2.4
Locale										
City	78	3.6	93	1.6	93	2.0	87	3.0	83	3.2
Urban fringe	77	4.6	88	3.3	91	3.0	82	4.7	79	4.4
Town	74	4.0	90	3.2	93	1.8	84	3.3	80	3.2
Rural	80	3.5	89	2.3	91	2.1	86	3.0	81	3.5
Percent of students eligible for free or reduced-price school lunch										
All public schools										
Less than 35 percent	79	3.1	89	2.1	92	1.4	86	2.6	83	2.2
35 to 49 percent	72	6.5	89	3.7	91	3.0	75	6.5	75	6.4
50 to 74 percent	83	2.9	93	1.6	93	2.1	90	2.2	86	2.6
75 percent or more	74	3.0	90	2.2	91	2.0	83	2.8	75	3.0
Elementary schools										
Less than 35 percent	79	5.2	89	3.8	93	2.6	86	4.3	85	4.1
35 to 49 percent	68	10.4	92	4.8	96	3.5	72	10.2	73	10.0
50 to 74 percent	84	4.0	95	2.0	94	3.0	91	2.7	88	3.3
75 percent or more	72	3.8	90	2.4	91	2.1	81	3.3	73	3.7
Middle/high schools										
Less than 35 percent	79	2.2	88	2.1	92	1.8	87	1.9	81	2.2
35 to 49 percent	77	5.2	84	4.8	83	4.7	80	5.1	79	5.1
50 to 74 percent	81	4.3	89	3.5	90	3.5	87	3.7	82	4.4
75 percent or more	79	4.3	92	3.6	91	3.5	88	3.8	81	4.4
Title I funding										
All public schools										
No Title I funds	77	3.5	86	2.9	91	2.2	84	3.2	81	2.8
Title I nonschoolwide	81	2.5	92	1.5	92	1.6	88	2.2	83	2.6
Title I schoolwide	74	4.1	92	2.2	92	2.1	80	4.4	77	4.0
Elementary schools										
No Title I funds	73	7.7	83	6.6	92	4.6	83	7.1	81	6.4
Title I nonschoolwide	83	3.4	96	1.5	95	2.0	90	2.8	85	3.3
Title I schoolwide	73	5.0	92	2.2	92	2.2	78	5.2	76	4.8
Middle/high schools										
No Title I funds	80	2.3	89	1.9	91	1.8	86	2.0	81	2.3
Title I nonschoolwide	78	3.5	86	2.8	88	2.5	85	2.9	80	3.7
Title I schoolwide	80	4.5	90	4.1	92	3.4	89	4.2	82	4.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Table B-3.—Percent of public schools that report that the content standards for any subject have changed in the last 3 years to a moderate or great extent, by school characteristics: 1996

School characteristic	Content standards changed	
	Percent	S.E.
All public schools	64	2.2
Instructional level		
Elementary school	66	3.4
Middle school	67	3.2
High school	57	3.2
Locale		
City	59	4.4
Urban fringe	70	5.4
Town	68	4.6
Rural	60	4.9
Percent of students eligible for free or reduced-price school lunch		
All public schools		
Less than 35 percent	63	3.5
35 to 49 percent	65	6.0
50 to 74 percent	63	5.1
75 percent or more	69	3.5
Elementary schools		
Less than 35 percent	66	6.4
35 to 49 percent	68	8.4
50 to 74 percent	62	7.6
75 percent or more	69	3.6
Middle/high schools		
Less than 35 percent	60	3.3
35 to 49 percent	59	6.3
50 to 74 percent	64	4.5
75 percent or more	68	5.5
Title I funding		
All public schools		
No Title I funds	62	3.2
Title I nonschoolwide	61	4.3
Title I schoolwide	71	3.8
Elementary schools		
No Title I funds	57	7.0
Title I nonschoolwide	66	6.5
Title I schoolwide	72	4.4
Middle/high schools		
No Title I funds	66	3.3
Title I nonschoolwide	54	3.5
Title I schoolwide	67	5.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Table B-4.—Percent of public schools reporting the proportion of school staff ready to set or apply new high standards of achievement for their students, by school characteristics: 1996

School characteristic	All		Most		Some		None	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All public schools	17	1.9	59	2.4	23	2.1	1	0.2
Instructional level								
Elementary school	21	2.9	60	3.6	19	3.0	1	0.3
Middle school	14	2.5	56	3.4	29	2.7	1	0.6
High school	8	1.9	61	3.4	31	3.3	(+)	0.2
Locale								
City	23	5.0	57	4.6	19	2.6	(+)	0.1
Urban fringe	16	4.1	64	4.7	19	3.7	1	0.4
Town	16	4.6	59	4.9	24	3.8	1	0.9
Rural	15	3.4	56	5.2	28	4.9	(+)	0.1
Percent of students eligible for free or reduced-price school lunch								
All public schools								
Less than 35 percent	16	3.1	62	3.5	22	3.0	(+)	0.2
35 to 49 percent	22	5.6	51	6.9	26	6.3	1	0.6
50 to 74 percent	13	3.3	65	4.5	22	3.9	1	0.9
75 percent or more	22	3.9	54	3.4	23	3.1	(+)	0.3
Elementary schools								
Less than 35 percent	20	5.5	64	5.9	16	4.7	(+)	(+)
35 to 49 percent	26	8.6	51	10.2	23	9.3	1	1.0
50 to 74 percent	14	4.6	67	6.5	17	5.6	1	1.4
75 percent or more	27	5.2	51	4.4	22	3.6	(+)	(+)
Middle/high schools								
Less than 35 percent	11	2.0	59	4.0	30	3.5	1	0.5
35 to 49 percent	15	4.2	51	5.6	33	5.9	1	0.6
50 to 74 percent	9	3.5	60	5.4	31	5.6	(+)	0.3
75 percent or more	9	3.0	63	6.1	29	5.4	0	0.0
Title I funding								
All public schools								
No Title I funds	18	3.7	58	3.6	23	2.8	(+)	0.2
Title I nonschoolwide	15	2.7	61	4.2	23	3.9	1	0.6
Title I schoolwide	19	3.8	58	4.7	23	3.9	(+)	0.2
Elementary schools								
No Title I funds	26	7.7	58	7.4	16	4.8	0	0.0
Title I nonschoolwide	19	4.5	63	6.4	17	5.6	1	0.9
Title I schoolwide	20	4.8	58	5.8	22	4.7	(+)	0.2
Middle/high schools								
No Title I funds	12	2.3	59	2.9	29	2.6	(+)	0.3
Title I nonschoolwide	10	2.3	58	4.7	31	4.0	1	0.6
Title I schoolwide	11	3.4	58	5.4	31	5.0	(+)	0.3

(+) Less than 0.5 percent

NOTE: Percents may not sum to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Table B-5.—Percent of public schools implementing various strategies in support of comprehensive reform: 1996

Strategy in support of reform	Not at all		Small extent		Moderate extent		Great extent	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Strategic plan	3	1.1	12	1.4	46	2.5	39	2.5
Professional development	1	0.4	14	1.5	47	2.5	37	2.2
Instructional materials	1	0.3	11	1.5	44	2.6	44	2.6
Innovative technologies	10	1.5	30	1.7	36	2.4	23	2.3
Adaptations for limited-English proficient students[a]	2	0.5	24	2.6	48	2.9	27	2.1
Adaptations for learning disabled students[a]	(+)	0.2	11	1.6	51	2.6	38	2.7
Assessments matched to content standards	1	0.3	23	1.9	44	2.4	32	2.4
Assessments for school accountability	1	0.5	19	2.1	44	2.4	36	2.3
Parent involvement activities	4	0.7	34	1.9	48	2.5	14	1.7
Restructuring the school day	18	1.6	29	2.2	37	2.6	16	1.4

(+) Less than 0.5 percent

[a] Among schools with these students enrolled

NOTE: Percents may not sum to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Table B-6.—Percent of public schools implementing various strategies in support of comprehensive reform to a moderate or great extent, by school characteristics: 1996

School characteristic	All 10 strategies asked about		Strategic plan		Professional development		Instructional materials		Innovative technologies	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All public schools	10	1.3	85	1.5	84	1.4	88	1.5	60	2.1
Instructional level										
Elementary school	11	2.1	87	2.4	88	2.0	89	2.3	58	3.3
Middle school	8	1.6	90	1.8	88	1.7	90	1.8	61	3.0
High school	9	1.6	77	3.1	72	3.5	85	2.7	63	3.7
Locale										
City	15	3.3	91	2.7	89	2.6	88	2.8	64	4.3
Urban fringe	15	3.0	89	2.4	90	2.7	92	3.7	60	5.0
Town	6	1.5	85	2.7	85	3.3	85	3.3	59	4.8
Rural	6	2.7	76	4.4	75	3.7	88	2.7	56	4.1
Percent of students eligible for free or reduced-price school lunch										
All public schools										
Less than 35 percent	7	1.5	84	2.6	83	2.6	89	2.3	60	3.3
35 to 49 percent	7	2.7	83	5.2	83	4.7	84	4.9	65	5.8
50 to 74 percent	17	4.6	84	3.6	82	3.1	92	2.9	59	4.7
75 percent or more	14	2.2	94	1.6	92	1.7	88	2.1	53	3.9
Elementary schools										
Less than 35 percent	8	2.7	86	4.2	88	3.9	88	3.8	55	5.9
35 to 49 percent	6	4.0	85	7.9	88	6.2	86	7.0	73	8.4
50 to 74 percent	20	6.8	83	5.0	85	4.2	92	4.1	60	6.4
75 percent or more	14	2.9	93	2.1	92	1.9	88	2.1	49	5.1
Middle/high schools										
Less than 35 percent	7	1.3	81	2.4	79	3.0	89	2.1	65	3.4
35 to 49 percent	9	3.1	78	5.7	76	5.3	80	5.8	52	5.8
50 to 74 percent	10	2.7	86	3.7	77	4.4	90	3.5	58	5.4
75 percent or more	13	3.9	95	1.9	92	2.3	85	4.2	65	4.8
Title I funding										
All public schools										
No Title I funds	10	1.9	86	2.1	84	3.1	87	3.0	57	3.8
Title I nonschoolwide	7	2.3	86	2.5	86	2.4	89	1.8	62	3.4
Title I schoolwide	14	2.4	83	4.3	84	3.1	89	3.3	59	4.4
Elementary schools										
No Title I funds	10	4.0	90	4.1	88	5.2	81	6.4	50	7.8
Title I nonschoolwide	9	3.8	91	3.6	93	2.9	93	2.8	64	5.3
Title I schoolwide	14	2.9	80	5.0	83	3.7	90	3.8	58	5.1
Middle/high schools										
No Title I funds	10	1.7	83	2.3	80	2.8	91	1.6	63	3.2
Title I nonschoolwide	5	1.7	78	3.3	75	3.6	83	2.9	60	4.2
Title I schoolwide	13	3.4	96	1.5	87	4.3	84	4.7	63	5.0

Table B-6.—Percent of public schools implementing various strategies in support of comprehensive reform to a moderate or great extent, by school characteristics: 1996 (continued)

School characteristic	Adaptations for limited-English proficient students*		Adaptations for learning disabled students*		Assessments matched to content standards	
	Percent	s.e.	Percent	s.e.	Percent	s.e.
All public schools	75	2.7	88	1.6	76	1.9
Instructional level						
Elementary school	75	3.8	90	2.0	78	2.6
Middle school	73	3.8	89	1.5	77	2.6
High school	75	3.6	83	2.7	68	2.8
Locale						
City	81	4.6	91	2.4	78	4.0
Urban fringe	80	4.8	90	3.9	76	4.5
Town	66	6.4	85	3.0	76	4.1
Rural	68	7.4	89	2.2	74	4.6
Percent of students eligible for free or reduced-price school lunch						
All public schools						
Less than 35 percent	67	4.5	89	2.6	75	3.1
35 to 49 percent	80	7.1	88	3.5	72	6.0
50 to 74 percent	81	5.7	88	2.9	79	4.4
75 percent or more	83	3.1	87	2.2	79	2.2
Elementary schools						
Less than 35 percent	66	7.4	92	3.8	80	4.7
35 to 49 percent	78	10.4	92	5.4	71	9.1
50 to 74 percent	80	8.5	87	4.2	80	5.7
75 percent or more	83	4.0	88	2.7	79	2.8
Middle/high schools						
Less than 35 percent	68	4.0	86	2.4	68	2.8
35 to 49 percent	82	5.7	82	4.9	75	4.8
50 to 74 percent	82	3.8	90	2.1	77	4.5
75 percent or more	82	5.4	83	4.3	78	4.8
Title I funding						
All public schools						
No Title I funds	75	4.0	90	2.4	76	3.2
Title I nonschoolwide	72	5.6	88	2.9	74	3.8
Title I schoolwide	78	4.4	88	2.7	78	3.4
Elementary schools						
No Title I funds	76	8.0	92	4.2	80	6.0
Title I nonschoolwide	72	8.0	90	3.8	77	5.4
Title I schoolwide	77	5.4	88	3.2	78	3.9
Middle/high schools						
No Title I funds	74	3.8	88	2.1	72	2.4
Title I nonschoolwide	71	5.0	83	3.1	70	3.2
Title I schoolwide	84	4.4	88	3.1	79	6.4

Table B-6.—Percent of public schools implementing various strategies in support of comprehensive reform to a moderate or great extent, by school characteristics: 1996 (continued)

School characteristic	Assessments for school accountability		Parent involvement activities		Restructuring the school day	
	Percent	s.e.	Percent	s.e.	Percent	s.e.
All public schools	79	2.1	62	2.1	53	2.4
Instructional level						
Elementary school	80	3.2	72	3.3	53	3.6
Middle school	84	2.0	50	3.0	55	3.0
High school	72	3.2	42	2.8	51	3.1
Locale						
City	79	4.0	65	3.8	57	4.6
Urban fringe	81	4.5	69	4.5	53	5.1
Town	80	2.9	62	4.1	55	4.4
Rural	77	4.3	53	4.4	48	5.2
Percent of students eligible for free or reduced-price school lunch						
All public schools						
Less than 35 percent	77	3.2	64	3.2	51	4.4
35 to 49 percent	83	4.9	53	6.1	47	5.2
50 to 74 percent	80	4.5	60	4.3	54	4.9
75 percent or more	83	4.2	68	3.5	63	3.9
Elementary schools						
Less than 35 percent	78	5.2	77	5.0	52	7.2
35 to 49 percent	84	7.1	66	8.2	40	8.2
50 to 74 percent	80	6.2	66	6.1	56	7.0
75 percent or more	81	5.6	74	3.8	64	4.7
Middle/high schools						
Less than 35 percent	75	3.1	49	3.2	51	3.0
35 to 49 percent	81	4.5	31	5.1	58	5.3
50 to 74 percent	80	4.2	49	4.7	50	5.7
75 percent or more	87	3.9	49	5.3	62	5.2
Title I funding						
All public schools						
No Title I funds	78	3.4	58	3.7	54	3.8
Title I nonschoolwide	80	3.2	61	3.6	47	4.8
Title I schoolwide	80	4.1	67	4.3	59	4.6
Elementary schools						
No Title I funds	77	6.5	74	6.9	54	7.4
Title I nonschoolwide	83	4.8	74	5.6	46	7.1
Title I schoolwide	80	4.8	69	5.3	59	5.4
Middle/high schools						
No Title I funds	79	2.8	45	2.9	54	3.4
Title I nonschoolwide	74	3.2	43	3.7	48	4.4
Title I schoolwide	84	4.3	60	4.1	62	5.2

*Among schools with these students enrolled.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Table B-7.—Percent of public school principals reporting needing information on up to three strategies in support of comprehensive reform, by school characteristics: 1996

School characteristic	Strategic plan		Professional development		Instructional materials		Innovative technologies	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All public schools	31	2.2	41	2.4	13	1.6	43	2.2
Instructional level								
Elementary school	30	3.2	40	3.4	12	2.3	42	3.6
Middle school	34	3.1	37	3.1	19	3.0	50	3.4
High school	32	3.1	47	3.4	12	2.0	41	3.0
Locale								
City	33	4.3	43	4.8	10	1.6	49	4.8
Urban fringe	27	4.4	36	4.8	10	2.4	45	4.4
Town	37	4.6	36	3.9	12	2.3	40	4.8
Rural	28	4.4	47	5.9	21	4.6	40	4.5
Percent of students eligible for free or reduced-price school lunch								
All public schools								
Less than 35 percent	31	3.3	40	3.6	11	2.2	42	3.6
35 to 49 percent	30	5.2	43	7.3	12	4.2	42	6.3
50 to 74 percent	38	5.3	43	5.9	15	4.1	41	4.3
75 percent or more	25	3.1	36	3.4	20	3.1	53	3.6
Elementary schools								
Less than 35 percent	30	5.2	37	5.3	10	3.2	43	6.0
35 to 49 percent	25	8.2	46	10.9	13	6.3	38	9.9
50 to 74 percent	38	7.1	41	7.8	13	5.9	34	6.1
75 percent or more	26	3.8	38	4.3	16	3.2	53	5.1
Middle/high schools								
Less than 35 percent	32	3.2	44	2.9	12	2.4	40	2.6
35 to 49 percent	38	5.3	39	7.1	11	3.8	49	5.9
50 to 74 percent	37	4.5	48	5.8	20	4.7	54	4.1
75 percent or more	24	4.6	33	4.8	31	5.9	51	5.8
Title I funding								
All public schools								
No Title I funds	32	3.5	42	3.2	12	2.1	48	3.7
Title I nonschoolwide	31	4.0	35	4.2	10	2.6	40	4.4
Title I schoolwide	30	4.3	45	4.5	19	3.2	42	4.3
Elementary schools								
No Title I funds	36	6.8	37	6.4	10	4.1	49	7.4
Title I nonschoolwide	27	5.7	34	6.3	9	3.9	40	6.6
Title I schoolwide	29	5.0	47	5.3	17	3.6	40	5.2
Middle/high schools								
No Title I funds	29	2.2	47	3.1	14	1.9	47	2.9
Title I nonschoolwide	38	4.0	38	3.7	13	3.0	40	4.0
Title I schoolwide	35	5.6	39	5.9	28	6.6	51	4.9

Table B-7.—Percent of public school principals reporting needing information on up to three strategies in support of comprehensive reform, by school characteristics: 1996 (continued)

School characteristic	Adaptations for limited-English proficient students*		Adaptations for learning disabled students*	
	Percent	s.e.	Percent	s.e.
All public schools	11	1.4	13	1.7
Instructional level				
Elementary school	12	2.2	15	2.8
Middle school	10	1.7	11	1.8
High school	9	1.5	11	2.6
Locale				
City	14	2.8	9	2.2
Urban fringe	14	4.1	15	4.4
Town	10	2.6	13	3.4
Rural	6	2.3	15	4.7
Percent of students eligible for free or reduced-price school lunch				
All public schools				
Less than 35 percent	8	1.7	16	2.8
35 to 49 percent	13	4.9	14	5.7
50 to 74 percent	10	3.1	12	4.5
75 percent or more	16	2.5	7	1.4
Elementary schools				
Less than 35 percent	7	3.0	19	5.1
35 to 49 percent	--	--	15	8.4
50 to 74 percent	12	4.7	13	6.2
75 percent or more	17	3.2	6	1.5
Middle/high schools				
Less than 35 percent	9	1.5	12	2.5
35 to 49 percent	9	2.9	11	3.7
50 to 74 percent	5	1.4	10	3.0
75 percent or more	14	2.8	8	2.5
Title I funding				
All public schools				
No Title I funds	11	2.2	12	2.6
Title I nonschoolwide	9	2.3	14	3.1
Title I schoolwide	12	2.6	14	4.2
Elementary schools				
No Title I funds	11	4.5	12	5.1
Title I nonschoolwide	11	3.2	16	5.1
Title I schoolwide	13	3.2	14	4.9
Middle/high schools				
No Title I funds	11	1.7	12	2.5
Title I nonschoolwide	6	1.6	11	2.6
Title I schoolwide	9	2.3	10	2.8

Table B-7.—Percent of public school principals reporting needing information on up to three strategies in support of comprehensive reform, by school characteristics: 1996 (continued)

School characteristic	Assessments matched to content standards		Assessments for school accountability		Parent involvement activities		Restructuring the school day	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All public schools	32	2.3	23	2.2	40	2.4	33	2.1
Instructional level								
Elementary school	32	3.0	25	3.3	36	3.4	35	3.2
Middle school	28	3.2	17	2.2	52	3.1	29	2.8
High school	35	2.9	21	3.0	43	3.0	31	3.5
Locale								
City	26	3.6	29	5.0	40	3.6	31	3.8
Urban fringe	31	4.5	24	4.4	43	5.0	41	5.7
Town	36	5.0	25	4.2	44	4.5	29	3.5
Rural	34	5.7	14	3.5	36	5.3	31	4.6
Percent of students eligible for free or reduced-price school lunch								
All public schools								
Less than 35 percent	34	4.0	26	3.3	39	3.6	37	3.7
35 to 49 percent	33	6.2	17	5.0	37	5.8	28	6.1
50 to 74 percent	28	4.8	19	4.5	44	5.7	31	4.7
75 percent or more	28	3.3	24	4.7	44	3.5	30	3.3
Elementary schools								
Less than 35 percent	31	6.7	30	5.6	33	5.7	42	6.6
35 to 49 percent	33	9.3	14	7.2	31	7.6	30	9.1
50 to 74 percent	37	7.0	23	6.7	41	7.5	31	6.8
75 percent or more	28	3.9	28	6.1	42	4.6	29	4.3
Middle/high schools								
Less than 35 percent	37	3.0	22	2.7	46	2.7	32	2.6
35 to 49 percent	33	6.4	22	5.1	46	6.1	24	5.3
50 to 74 percent	13	2.4	11	2.7	49	5.7	31	4.1
75 percent or more	30	5.8	13	3.6	53	5.3	33	5.4
Title I funding								
All public schools								
No Title I funds	33	3.6	24	3.4	43	3.4	27	3.1
Title I nonschoolwide	33	4.6	21	3.3	40	4.4	37	4.0
Title I schoolwide	29	3.5	23	4.1	37	3.8	34	4.9
Elementary schools								
No Title I funds	36	6.8	31	6.8	36	6.9	27	6.3
Title I nonschoolwide	30	6.7	21	5.1	38	6.4	40	6.0
Title I schoolwide	31	4.5	25	4.9	35	4.8	35	6.1
Middle/high schools								
No Title I funds	31	2.9	19	2.6	49	2.6	28	2.2
Title I nonschoolwide	36	4.0	22	3.4	44	4.5	33	3.7
Title I schoolwide	20	3.8	14	3.2	48	5.5	32	4.0

--Too few cases for a reliable estimate.

*Among schools with these students enrolled.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Table B-8.—Percent of public schools whose assessments are expressed in terms of students meeting various levels of performance standards to a moderate or great extent, by school characteristics: 1996

School characteristic	Assessments expressed in terms of levels	
	Percent	s.e.
All public schools	66	2.1
Instructional level		
Elementary school	69	3.6
Middle school	64	2.4
High school	57	3.0
Locale		
City	70	4.1
Urban fringe	68	4.7
Town	66	4.2
Rural	60	4.2
Percent of students eligible for free or reduced-price school lunch		
All public schools		
Less than 35 percent	63	3.6
35 to 49 percent	65	6.3
50 to 74 percent	70	3.7
75 percent or more	69	4.2
Elementary schools		
Less than 35 percent	66	6.2
35 to 49 percent	69	9.1
50 to 74 percent	73	5.0
75 percent or more	71	5.6
Middle/high schools		
Less than 35 percent	59	2.9
35 to 49 percent	59	6.6
50 to 74 percent	66	5.1
75 percent or more	60	5.6
Title I funding		
All public schools		
No Title I funds	66	3.2
Title I nonschoolwide	60	4.6
Title I schoolwide	72	4.4
Elementary schools		
No Title I funds	78	6.1
Title I nonschoolwide	59	7.1
Title I schoolwide	74	5.1
Middle/high schools		
No Title I funds	57	2.9
Title I nonschoolwide	62	4.1
Title I schoolwide	64	6.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Table B-9.—Percent of public school principals who report a moderate to a great deal of influence of four groups over establishing curriculum for the school, by school characteristics: 1996

School characteristic	State department of education		Local school board		Local district administrators		Principals and teachers at the school	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All public schools	81	2.1	79	2.2	88	1.5	87	2.1
Instructional level								
Elementary school	80	3.0	79	3.1	88	2.2	84	3.1
Middle school	80	2.4	80	2.5	90	1.8	90	1.7
High school	84	2.3	78	3.2	86	2.4	93	1.5
Locale								
City	83	4.0	75	4.3	84	3.7	82	4.0
Urban fringe	84	3.4	84	2.8	87	3.6	83	5.2
Town	77	4.0	83	2.8	88	3.5	94	1.9
Rural	80	4.8	74	5.2	92	1.9	88	4.5
Percent of students eligible for free or reduced-price school lunch								
All public schools								
Less than 35 percent	81	3.2	80	3.0	90	2.4	88	3.1
35 to 49 percent	74	6.1	78	6.2	88	3.7	85	6.0
50 to 74 percent	82	4.3	81	3.2	90	2.2	90	2.0
75 percent or more	87	2.3	75	3.9	81	4.2	80	4.5
Elementary schools								
Less than 35 percent	80	5.3	78	4.9	89	4.3	83	5.8
35 to 49 percent	70	10.0	84	8.3	92	5.1	82	9.1
50 to 74 percent	80	5.8	81	4.3	91	3.0	92	2.8
75 percent or more	89	2.7	76	5.3	80	5.3	77	5.8
Middle/high schools								
Less than 35 percent	81	2.7	83	2.3	90	1.7	94	1.3
35 to 49 percent	82	4.4	69	5.8	81	4.4	88	4.2
50 to 74 percent	86	3.4	80	4.0	88	2.7	88	3.3
75 percent or more	83	4.3	70	5.3	84	4.2	90	2.3
Title I funding								
All public schools								
No Title I funds	85	2.8	84	2.7	86	2.6	86	2.7
Title I nonschoolwide	76	4.0	78	4.4	89	2.4	86	4.2
Title I schoolwide	82	4.0	75	4.2	89	3.0	87	2.9
Elementary schools								
No Title I funds	85	5.8	84	5.0	85	5.6	82	6.0
Title I nonschoolwide	76	5.8	80	6.1	89	3.8	81	6.3
Title I schoolwide	81	4.8	76	5.0	89	3.4	87	3.4
Middle/high schools								
No Title I funds	84	2.2	83	2.3	87	2.0	90	1.5
Title I nonschoolwide	78	3.4	76	3.8	89	2.9	94	1.9
Title I schoolwide	87	3.7	70	4.1	87	3.4	87	3.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996

Table B-10.—Percent of public schools that report a moderate to a great deal of influence of four groups over developing content standards for the school, by school characteristics: 1996

School characteristic	State department of education		Local school board		Local district administrators		Principals and teachers at the school	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All public schools	86	1.7	69	2.4	86	1.9	85	2.0
Instructional level								
Elementary school	85	2.5	70	3.4	87	2.6	82	2.9
Middle school	88	2.2	70	2.3	88	1.8	90	1.8
High school	87	2.2	65	3.5	82	2.8	89	2.0
Locale								
City	88	3.1	70	4.6	80	4.2	74	5.0
Urban fringe	85	3.6	79	3.1	88	3.5	87	3.7
Town	84	3.8	66	4.2	88	3.5	91	2.6
Rural	86	4.3	62	5.6	87	3.3	86	4.6
Percent of students eligible for free or reduced-price school lunch								
All public schools								
Less than 35 percent	85	2.9	70	3.2	87	2.7	88	3.0
35 to 49 percent	83	5.5	65	6.7	84	5.4	76	6.3
50 to 74 percent	86	3.6	70	4.4	88	3.4	88	3.4
75 percent or more	91	2.1	70	3.6	81	4.0	80	4.1
Elementary schools								
Less than 35 percent	83	4.8	70	5.6	88	4.5	86	4.8
35 to 49 percent	80	8.8	69	9.5	88	8.4	71	9.5
50 to 74 percent	85	4.7	69	6.1	89	4.8	88	4.9
75 percent or more	92	2.3	72	5.1	79	5.3	77	5.3
Middle/high schools								
Less than 35 percent	87	1.8	71	2.7	86	2.1	91	1.9
35 to 49 percent	87	4.4	57	5.6	77	4.3	85	5.0
50 to 74 percent	89	3.3	70	4.6	86	3.0	87	3.4
75 percent or more	87	4.0	64	5.3	85	4.4	89	2.9
Title I funding								
All public schools								
No Title I funds	87	2.6	78	2.6	85	2.6	86	2.8
Title I nonschoolwide	84	3.4	61	4.2	84	3.4	81	3.9
Title I schoolwide	87	3.2	69	4.1	88	2.8	88	2.9
Elementary schools								
No Title I funds	86	5.8	83	5.0	86	5.8	82	5.7
Title I nonschoolwide	82	4.8	60	6.5	84	5.1	75	5.9
Title I schoolwide	86	3.8	70	4.8	89	3.3	88	3.3
Middle/high schools								
No Title I funds	87	2.0	73	2.7	85	2.1	89	1.6
Title I nonschoolwide	87	3.3	61	4.1	84	3.2	90	2.4
Title I schoolwide	89	3.7	62	4.9	85	3.4	86	3.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Table B-11.—Percent of public schools that report a moderate to a great deal of influence of four groups over developing student performance standards for the school, by school characteristics: 1996

School characteristic	State department of education		Local school board		Local district administrators		Principals and teachers at the school	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All public schools	83	2.0	70	2.1	84	2.2	86	2.0
Instructional level								
Elementary school	83	2.8	73	3.2	85	3.0	84	3.0
Middle school	85	2.3	68	2.7	85	2.2	89	1.9
High school	83	2.4	66	3.5	82	2.9	91	1.8
Locale								
City	87	3.1	72	4.3	85	3.3	82	4.4
Urban fringe	84	3.6	76	3.4	84	4.8	87	4.8
Town	81	4.0	69	3.7	86	3.7	88	2.7
Rural	83	5.1	66	4.9	82	4.4	88	4.1
Percent of students eligible for free or reduced-price school lunch								
All public schools								
Less than 35 percent	81	3.2	70	2.9	85	3.5	88	3.3
35 to 49 percent	80	5.7	67	6.3	77	6.1	78	5.9
50 to 74 percent	86	3.5	70	4.3	89	2.0	88	3.4
75 percent or more	89	2.2	77	2.8	85	2.1	88	2.1
Elementary schools								
Less than 35 percent	80	5.1	72	5.0	86	5.7	86	5.6
35 to 49 percent	80	8.8	70	9.4	78	9.4	71	9.1
50 to 74 percent	85	4.7	71	5.9	90	2.7	89	5.0
75 percent or more	90	2.4	79	3.4	86	2.4	87	2.9
Middle/high schools								
Less than 35 percent	82	2.5	67	2.9	84	2.3	90	2.1
35 to 49 percent	81	5.6	63	6.2	76	4.4	91	2.1
50 to 74 percent	89	2.8	68	4.6	86	2.9	86	3.4
75 percent or more	86	4.2	68	5.6	83	4.3	93	2.3
Title I funding								
All public schools								
No Title I funds	83	2.7	76	2.5	85	2.6	87	2.7
Title I nonschoolwide	82	3.7	63	3.8	80	4.5	81	4.4
Title I schoolwide	86	3.3	74	3.5	90	1.7	92	1.6
Elementary schools								
No Title I funds	82	5.7	80	4.9	86	5.5	85	5.4
Title I nonschoolwide	82	5.1	63	5.9	78	6.4	74	6.5
Title I schoolwide	85	3.9	77	4.1	91	1.8	93	1.6
Middle/high schools								
No Title I funds	83	2.4	72	2.5	84	2.1	90	1.7
Title I nonschoolwide	84	3.6	63	4.1	82	3.2	91	2.1
Title I schoolwide	88	3.7	60	5.4	84	3.6	89	3.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996

Table B-12.—Percent of public schools that use various methods to inform parents about the schools' expectations for student learning, by school characteristics: 1996

School characteristic	Provide overview of curriculum		Provide overview of content standards		Provide examples of successful student work		Provide school progress report	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All public schools	81	1.9	61	2.6	76	2.1	88	1.5
Instructional level								
Elementary school	80	3.1	62	3.8	79	3.2	87	2.4
Middle school	80	2.6	61	3.2	73	2.7	93	2.0
High school	87	2.5	55	3.3	68	3.3	89	2.3
Locale								
City	87	2.8	69	3.4	76	4.7	92	2.7
Urban fringe	86	3.9	64	4.5	76	3.4	91	2.9
Town	77	4.2	64	4.7	77	3.4	91	2.4
Rural	76	3.9	48	5.5	74	3.9	80	4.6
Percent of students eligible for free or reduced-price school lunch								
All public schools								
Less than 35 percent	82	3.0	64	3.7	76	3.4	87	3.0
35 to 49 percent	82	5.2	51	8.0	73	5.2	90	3.4
50 to 74 percent	76	4.7	58	5.1	76	4.4	91	3.1
75 percent or more	84	1.9	67	3.1	80	4.3	89	1.9
Elementary schools								
Less than 35 percent	80	5.2	64	6.1	81	5.7	83	5.1
35 to 49 percent	82	7.4	55	10.8	76	8.0	90	5.1
50 to 74 percent	73	6.5	61	7.3	77	6.6	88	4.5
75 percent or more	85	2.2	68	3.4	82	5.8	91	2.2
Middle/high schools								
Less than 35 percent	86	2.3	64	3.2	69	2.6	91	2.1
35 to 49 percent	82	5.9	44	5.3	68	4.9	90	3.4
50 to 74 percent	83	3.9	50	5.9	75	4.4	96	1.3
75 percent or more	79	4.3	65	5.2	74	4.8	84	4.7
Title I funding								
All public schools								
No Title I funds	85	3.4	68	3.1	73	3.3	92	2.2
Title I nonschoolwide	78	3.4	55	5.0	75	3.8	84	3.5
Title I schoolwide	80	3.2	60	4.0	81	3.7	89	2.5
Elementary schools								
No Title I funds	84	6.3	74	6.4	80	6.7	92	4.3
Title I nonschoolwide	77	5.5	57	7.4	75	6.0	81	5.4
Title I schoolwide	80	3.8	60	4.8	83	4.3	88	2.9
Middle/high schools								
No Title I funds	87	2.2	63	2.8	67	2.9	92	1.6
Title I nonschoolwide	81	3.4	52	3.5	74	3.4	89	2.7
Title I schoolwide	82	4.0	60	5.3	70	6.6	90	3.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Table B-13.—Percent of public school principals who have found various sources of information or assistance very helpful in understanding or using comprehensive reform strategies or activities, by school characteristics: 1996

School characteristic	Other principals		Professional principal associations		Teacher unions or organizations		Other administrators		School district	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All public schools	33	1.8	25	1.7	3	1.0	26	2.0	32	2.0
Instructional level										
Elementary school	36	3.1	24	2.6	4	1.5	26	2.8	34	3.3
Middle school	32	2.5	27	2.7	3	0.9	29	2.7	33	2.7
High school	27	2.6	27	2.8	3	1.1	24	2.6	27	2.6
Locale										
City	40	4.3	28	4.1	5	2.1	33	4.5	41	4.7
Urban fringe	38	4.6	25	4.1	2	0.7	36	4.5	37	4.6
Town	31	3.3	32	3.9	1	0.4	18	2.9	30	4.5
Rural	26	4.5	16	3.0	5	2.7	19	4.0	22	3.8
Percent of students eligible for free or reduced-price school lunch										
All public schools										
Less than 35 percent	34	3.7	29	3.3	1	0.4	29	3.6	36	3.7
35 to 49 percent	33	5.8	18	4.0	4	3.0	21	4.9	31	7.2
50 to 74 percent	27	4.3	19	3.7	5	3.6	18	3.0	22	3.5
75 percent or more	40	3.8	27	4.4	6	2.0	34	4.2	35	4.1
Elementary schools										
Less than 35 percent	40	7.1	30	5.4	(*)	0.4	32	5.9	42	6.7
35 to 49 percent	35	8.8	13	5.7	3	3.4	18	6.9	32	10.7
50 to 74 percent	24	5.7	17	5.1	6	5.3	14	3.8	19	4.8
75 percent or more	41	4.5	27	5.2	7	2.7	34	5.0	35	5.9
Middle/high schools										
Less than 35 percent	27	2.4	28	3.1	2	0.7	27	3.0	30	2.6
35 to 49 percent	29	5.2	28	5.4	5	3.0	25	4.9	30	5.4
50 to 74 percent	33	4.8	23	4.4	4	1.6	26	4.2	27	3.7
75 percent or more	37	5.4	28	4.9	3	1.8	32	5.4	35	5.1
Title I funding										
All public schools										
No Title I funds	38	3.4	34	3.2	3	1.2	29	3.3	38	3.9
Title I nonschoolwide	27	3.8	20	3.3	2	0.8	23	3.7	27	3.1
Title I schoolwide	35	4.2	22	3.5	5	2.6	27	3.7	33	3.8
Elementary schools										
No Title I funds	48	7.0	35	7.0	2	2.6	32	6.8	47	7.1
Title I nonschoolwide	29	6.0	19	4.7	2	1.0	21	5.3	26	5.3
Title I schoolwide	35	4.8	21	3.9	6	3.1	26	4.1	32	4.5
Middle/high schools										
No Title I funds	32	2.4	32	3.0	3	0.9	26	2.7	30	2.7
Title I nonschoolwide	24	3.1	22	3.2	3	1.4	25	3.4	29	3.4
Title I schoolwide	36	5.6	24	5.7	3	1.6	32	5.0	35	4.9

Table B-13.—Percent of public school principals who have found various sources of information or assistance very helpful in understanding or using comprehensive reform strategies or activities, by school characteristics: 1996 (continued)

School characteristic	Intermediate or regional education agency		State department of education		U.S. Department of Education Regional Labs		U.S. Department of Education Educational Resources Information Center		Other U.S. Department of Education offices or programs	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All public schools	15	1.8	18	1.6	3	0.6	4	0.9	3	0.6
Instructional level										
Elementary school	16	2.8	18	2.4	2	0.9	5	1.3	3	1.0
Middle school	16	2.1	16	1.9	3	1.3	6	1.2	2	0.8
High school	9	2.0	18	2.4	4	1.5	3	0.7	1	0.4
Locale										
City	12	2.8	20	3.2	4	1.7	8	2.8	7	2.3
Urban fringe	6	1.3	19	3.4	3	1.6	3	1.7	1	0.6
Town	19	3.9	20	4.3	2	0.7	4	1.1	1	0.5
Rural	21	4.8	12	3.2	2	1.1	3	1.6	1	0.7
Percent of students eligible for free or reduced-price school lunch										
All public schools										
Less than 35 percent	16	3.0	18	2.9	3	1.1	5	1.4	1	0.9
35 to 49 percent	10	3.3	17	3.9	1	0.6	4	2.2	(+)	0.1
50 to 74 percent	18	5.0	16	4.1	3	1.9	5	2.2	4	2.0
75 percent or more	14	2.2	21	2.4	3	0.9	5	0.8	8	1.9
Elementary schools										
Less than 35 percent	19	5.7	20	4.6	2	1.7	6	2.7	2	1.6
35 to 49 percent	8	5.0	17	6.2	0	0.0	4	3.4	0	0.0
50 to 74 percent	20	7.4	16	6.1	3	2.8	3	2.8	5	2.9
75 percent or more	14	2.8	19	2.9	3	1.1	4	1.1	7	2.4
Middle/high schools										
Less than 35 percent	12	2.0	16	2.2	4	1.5	3	0.9	1	0.3
35 to 49 percent	12	3.9	17	3.7	3	1.4	3	1.4	(+)	0.3
50 to 74 percent	14	2.7	16	2.9	3	1.6	8	2.9	2	1.0
75 percent or more	14	3.7	25	4.6	4	1.9	6	2.4	10	3.3
Title I funding										
All public schools										
No Title I funds	9	2.0	23	3.8	3	1.3	7	2.2	4	1.6
Title I nonschoolwide	22	3.6	18	3.0	2	0.9	3	1.3	1	0.4
Title I schoolwide	13	3.1	11	2.0	3	1.3	3	0.8	4	1.1
Elementary schools										
No Title I funds	9	4.5	29	7.2	3	2.6	11	5.0	6	3.6
Title I nonschoolwide	24	5.8	20	4.8	1	0.8	4	2.0	1	0.7
Title I schoolwide	13	3.5	10	2.0	3	1.6	2	0.6	4	1.2
Middle/high schools										
No Title I funds	9	1.4	19	2.3	3	1.1	4	1.0	2	0.6
Title I nonschoolwide	18	2.9	14	2.5	4	2.0	2	0.9	(+)	0.4
Title I schoolwide	12	2.9	20	4.5	2	1.0	10	3.6	5	2.3

Table B-13.—Percent of public school principals who have found various sources of information or assistance very helpful in understanding or using comprehensive reform strategies or activities, by school characteristics: 1996 (continued)

School characteristic	NSF-funded initiatives		National model content standards		State-developed content standards		Institutions of higher education		Professional journals	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All public schools	8	1.2	12	1.8	27	2.1	12	1.5	29	2.4
Instructional level										
Elementary school	7	1.9	15	2.8	27	3.4	13	2.3	34	3.8
Middle school	9	1.8	7	1.8	31	2.7	12	1.9	21	2.2
High school	9	1.6	7	1.4	23	2.6	7	1.3	24	2.7
Locale										
City	11	2.6	14	3.8	32	4.4	14	3.7	33	4.7
Urban fringe	5	1.1	13	3.2	27	3.3	12	3.1	43	5.2
Town	12	4.0	11	2.7	30	4.0	16	3.9	28	5.3
Rural	3	1.0	10	4.2	19	4.1	6	1.4	16	3.7
Percent of students eligible for free or reduced-price school lunch										
All public schools										
Less than 35 percent	8	2.1	16	3.4	28	3.6	12	2.4	35	3.7
35 to 49 percent	6	2.7	6	3.4	33	6.6	6	2.5	26	6.1
50 to 74 percent	9	2.8	8	2.6	20	3.3	12	3.2	17	3.1
75 percent or more	9	1.8	11	1.7	23	2.7	16	4.0	32	4.3
Elementary schools										
Less than 35 percent	6	3.7	24	6.3	29	6.4	17	4.6	44	6.3
35 to 49 percent	6	3.9	7	5.3	38	10.8	6	3.7	30	9.8
50 to 74 percent	9	4.0	10	3.7	16	4.2	12	4.3	16	4.3
75 percent or more	8	2.2	10	2.3	23	3.7	15	5.6	35	5.9
Middle/high schools										
Less than 35 percent	9	1.5	8	1.8	27	2.8	7	1.6	24	2.5
35 to 49 percent	5	3.4	3	1.7	26	4.7	7	3.0	20	4.8
50 to 74 percent	9	2.5	5	1.2	28	4.1	14	3.6	18	3.2
75 percent or more	13	3.5	14	3.9	23	4.1	18	4.2	25	3.9
Title I funding										
All public schools										
No Title I funds	10	2.7	13	2.6	28	3.4	14	2.8	37	3.9
Title I nonschoolwide	6	1.8	13	3.2	28	4.0	9	2.2	21	3.1
Title I schoolwide	7	1.2	10	2.7	23	3.3	14	3.1	30	4.7
Elementary schools										
No Title I funds	11	6.0	18	5.5	25	6.6	20	6.2	50	8.1
Title I nonschoolwide	5	2.8	18	5.2	34	6.0	10	3.6	24	4.7
Title I schoolwide	6	1.4	10	3.3	21	4.0	12	3.6	32	5.8
Middle/high schools										
No Title I funds	10	1.6	8	1.5	30	2.9	9	1.6	27	2.4
Title I nonschoolwide	6	2.1	6	2.1	21	3.3	6	1.9	18	3.2
Title I schoolwide	12	3.5	9	2.8	31	5.1	21	4.2	21	4.2

Table B-13.—Percent of public school principals who have found various sources of information or assistance very helpful in understanding or using comprehensive reform strategies or activities, by school characteristics: 1996 (continued)

School characteristic	State or district sponsored education conferences		Institutes or workshops		Electronic networks/ discussion groups		Media		Other source	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All public schools	31	2.0	41	2.3	5	0.7	3	0.7	3	0.9
Instructional level										
Elementary school	30	3.1	42	3.6	3	1.2	4	1.1	4	1.4
Middle school	37	2.6	42	2.5	10	2.0	2	0.6	3	1.2
High school	31	3.2	36	3.3	4	1.0	3	1.0	1	0.6
Locale										
City	28	3.7	44	4.4	5	1.7	6	1.8	4	1.4
Urban fringe	39	4.6	52	5.0	6	2.4	3	1.7	3	1.7
Town	31	3.8	40	4.9	2	0.9	3	0.8	5	3.1
Rural	27	4.2	29	4.0	4	1.2	2	0.9	1	0.6
Percent of students eligible for free or reduced-price school lunch										
All public schools										
Less than 35 percent	32	3.5	39	3.5	4	1.3	3	1.3	4	1.9
35 to 49 percent	29	6.3	41	6.9	3	1.3	0	0.0	1	0.9
50 to 74 percent	30	4.7	38	5.2	6	2.3	4	1.5	1	0.9
75 percent or more	35	3.1	49	4.2	6	1.5	6	1.4	4	1.0
Elementary schools										
Less than 35 percent	29	6.2	38	6.3	4	2.2	4	2.2	6	3.5
35 to 49 percent	29	9.8	45	10.5	(+)	(+)	0	0.0	0	0.0
50 to 74 percent	30	6.7	40	7.1	4	3.1	5	2.0	2	1.4
75 percent or more	33	4.0	49	4.8	5	1.7	6	1.8	5	1.3
Middle/high schools										
Less than 35 percent	35	3.0	39	2.8	6	1.3	2	0.9	2	0.8
35 to 49 percent	29	5.7	34	5.7	7	3.5	0	0.0	4	2.5
50 to 74 percent	31	3.8	34	4.8	8	3.2	3	1.3	1	0.8
75 percent or more	40	5.7	51	5.8	11	3.8	7	2.6	2	1.4
Title I funding										
All public schools										
No Title I funds	36	4.1	45	3.8	6	1.7	3	1.4	5	2.5
Title I nonschoolwide	26	3.4	32	3.8	3	0.8	1	0.5	2	0.7
Title I schoolwide	33	3.5	46	4.5	5	1.7	6	1.7	2	0.6
Elementary schools										
No Title I funds	37	8.5	52	8.3	6	3.6	4	2.6	10	5.5
Title I nonschoolwide	22	5.4	31	6.2	1	0.7	1	0.4	1	0.8
Title I schoolwide	34	4.4	46	5.2	4	2.0	6	2.0	2	0.7
Middle/high schools										
No Title I funds	35	3.0	40	2.8	6	1.3	3	0.9	2	0.6
Title I nonschoolwide	32	3.4	35	3.8	5	1.8	1	1.0	3	1.4
Title I schoolwide	33	5.1	45	6.0	13	4.4	3	1.5	2	1.1

(+) Less than 0.5 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Table B-14.—Percent of public school principals who report their first choice to receive information about reform in various formats, by school characteristics: 1996

School characteristic	Hard copy (e.g., journal articles, magazines)		Workshops and summer institutes		Electronic (e.g., e-mail, Internet)	
	Percent	s.e.	Percent	s.e.	Percent	s.e.
All public schools	42	2.6	52	2.4	6	1.0
Instructional level						
Elementary school	40	4.1	55	4.0	4	1.5
Middle school	45	3.2	46	3.0	8	1.7
High school	42	3.6	48	3.5	8	2.0
Locale						
City	44	4.5	52	4.5	4	1.1
Urban fringe	54	5.4	39	5.0	6	1.9
Town	36	4.8	58	4.8	5	1.4
Rural	33	4.2	57	4.4	7	2.6
Percent of students eligible for free or reduced-price school lunch						
All public schools						
Less than 35 percent	47	3.7	48	3.6	4	1.1
35 to 49 percent	31	6.3	58	6.3	11	4.3
50 to 74 percent	39	5.0	56	5.1	5	1.6
75 percent or more	41	3.9	52	3.6	5	1.3
Elementary schools						
Less than 35 percent	47	6.8	50	6.7	3	1.8
35 to 49 percent	27	9.3	64	10.0	9	6.3
50 to 74 percent	37	7.7	60	7.7	2	1.4
75 percent or more	42	5.1	52	4.8	4	1.5
Middle/high schools						
Less than 35 percent	46	2.9	46	2.8	5	1.4
35 to 49 percent	37	5.3	48	6.8	15	5.6
50 to 74 percent	41	4.3	48	5.4	9	3.4
75 percent or more	38	5.8	53	5.6	8	2.5
Title I funding						
All public schools						
No Title I funds	42	4.0	52	3.8	6	1.4
Title I nonschoolwide	39	4.1	54	4.0	6	2.2
Title I schoolwide	44	5.3	50	5.0	4	1.4
Elementary schools						
No Title I funds	43	7.3	53	7.3	4	2.8
Title I nonschoolwide	35	6.5	61	6.7	4	3.3
Title I schoolwide	44	6.1	51	5.9	4	1.4
Middle/high schools						
No Title I funds	41	2.8	51	2.9	6	1.2
Title I nonschoolwide	46	3.4	42	3.3	9	2.8
Title I schoolwide	44	5.0	47	4.8	9	3.4

NOTE: Percents may not sum to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Table B-15.—Percent of public schools that report various barriers to the application of high standards to all students in the school: 1996

Barrier to application of high standards	Not at all		Small extent		Moderate extent		Great extent	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Inadequacy of guidelines on which standards to use	27	2.1	36	2.4	27	2.3	10	1.5
Inadequacy of parent involvement	17	1.8	35	2.2	29	2.0	20	1.4
Inadequacy of professional development	27	2.1	35	2.1	29	1.9	8	1.1
Outdated textbooks	45	2.5	33	2.2	16	1.6	6	0.8
Outdated technology	32	2.8	27	1.9	22	2.2	18	1.8
High student mobility	27	1.8	39	2.0	19	1.5	16	1.4
Diversity of student populations	35	1.9	36	2.1	21	2.1	8	1.0
Language barriers	61	2.1	26	1.8	9	1.2	4	0.7
Students at different levels	12	1.6	32	2.3	39	2.3	17	1.5
Assessments that do not measure what students can do	14	2.0	38	2.7	31	2.3	17	1.7

NOTE: Percents may not sum to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Table B-16.—Percent of public school principals who report various barriers to the application of high standards to all students in the school to a moderate or great extent, by school characteristics: 1996

School characteristic	Inadequacy of guidance on what standards to use		Inadequacy of parent involvement		Inadequacy of professional development		Outdated textbooks		Outdated technology	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All public schools	37	2.4	49	2.1	38	2.1	22	1.8	41	2.7
Instructional level										
Elementary school	37	3.6	45	3.5	37	3.4	18	2.7	40	3.9
Middle school	38	3.5	56	3.1	35	3.1	27	2.5	38	2.6
High school	38	3.4	56	3.6	43	3.4	27	2.6	43	3.0
Locale										
City	31	3.8	59	4.2	32	3.5	19	2.8	44	4.7
Urban fringe	30	4.4	38	4.2	33	4.4	21	4.0	33	4.4
Town	38	4.3	50	4.2	41	4.7	24	4.4	47	5.3
Rural	48	5.1	48	4.2	44	5.2	22	3.4	38	5.0
Percent of students eligible for free or reduced-price school lunch										
All public schools										
Less than 35 percent	34	3.2	36	3.5	36	3.9	21	2.9	43	3.8
35 to 49 percent	48	6.3	47	5.8	44	6.3	23	5.0	33	5.2
50 to 74 percent	40	5.2	61	5.1	41	4.8	18	3.4	32	4.2
75 percent or more	30	3.2	72	3.7	34	3.1	25	3.1	53	3.9
Elementary schools										
Less than 35 percent	34	6.2	28	5.8	36	6.5	19	5.0	43	6.5
35 to 49 percent	51	9.9	36	8.9	39	9.4	20	7.8	29	8.3
50 to 74 percent	39	6.9	57	7.2	39	7.2	9	2.7	31	5.6
75 percent or more	28	3.8	72	4.7	35	3.7	25	3.7	56	4.9
Middle/high schools										
Less than 35 percent	35	2.8	46	3.7	35	3.3	24	2.8	43	3.0
35 to 49 percent	43	5.1	65	5.6	53	6.0	29	5.4	41	5.5
50 to 74 percent	42	5.1	69	4.0	45	4.6	36	6.2	34	4.3
75 percent or more	37	5.6	73	5.5	31	5.9	27	5.0	45	5.0
Title I funding										
All public schools										
No Title I funds	30	3.1	42	3.9	41	3.7	27	3.3	43	4.0
Title I nonschoolwide	47	4.4	46	3.7	38	4.3	16	2.6	40	3.9
Title I schoolwide	34	4.0	62	4.5	34	3.8	22	3.3	39	4.3
Elementary schools										
No Title I funds	23	5.9	27	7.4	42	7.4	29	7.0	43	7.7
Title I nonschoolwide	50	6.9	40	6.3	36	6.4	8	3.3	39	5.8
Title I schoolwide	33	4.8	60	5.6	35	4.4	21	3.8	40	5.3
Middle/high schools										
No Title I funds	35	3.0	54	3.3	41	3.0	26	2.9	43	3.0
Title I nonschoolwide	42	3.4	54	3.3	40	3.9	27	3.7	41	3.8
Title I schoolwide	39	5.3	71	4.4	29	5.6	28	5.1	35	3.5

Table B-16.—Percent of public school principals who report various barriers to the application of high standards to all students in the school to a moderate or great extent, by school characteristics: 1996 (continued)

School characteristic	High student mobility		Diversity of student populations		Language barriers		Teaching students who are at different levels		Assessments that do not measure what students can do	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All public schools	35	2.1	29	2.4	13	1.5	56	2.2	48	2.6
Instructional level										
Elementary school	38	3.3	30	3.5	15	2.1	55	3.2	45	4.0
Middle school	33	2.6	33	2.8	13	1.5	64	2.8	49	2.8
High school	27	2.9	21	2.1	9	1.5	54	3.6	56	2.8
Locale										
City	51	4.5	34	4.5	27	4.2	59	3.8	53	4.1
Urban fringe	29	3.8	27	3.7	11	2.2	52	4.7	52	5.7
Town	36	4.3	32	4.1	11	2.1	65	4.2	52	4.5
Rural	24	3.4	24	4.3	6	1.9	51	5.2	36	4.4
Percent of students eligible for free or reduced-price school lunch										
All public schools										
Less than 35 percent	19	2.8	19	2.8	5	1.2	49	3.3	42	3.4
35 to 49 percent	39	6.7	30	6.6	8	3.2	63	6.4	47	6.6
50 to 74 percent	43	5.4	38	5.0	16	3.4	52	5.2	47	5.2
75 percent or more	66	3.0	44	4.7	41	5.1	75	2.9	64	3.8
Elementary schools										
Less than 35 percent	18	4.7	19	4.8	3	1.7	46	5.9	35	6.0
35 to 49 percent	40	10.0	28	9.7	6	4.9	62	9.9	45	9.8
50 to 74 percent	43	7.7	40	7.0	17	5.0	48	6.4	47	7.1
75 percent or more	70	3.5	46	5.8	45	6.1	76	3.4	63	4.7
Middle/high schools										
Less than 35 percent	19	2.9	20	2.7	6	1.4	53	3.6	51	3.1
35 to 49 percent	37	5.4	33	5.7	11	2.8	64	5.4	51	6.1
50 to 74 percent	42	4.4	36	3.8	13	2.3	60	4.6	49	4.3
75 percent or more	54	5.2	35	5.5	28	5.2	74	5.4	67	5.7
Title I funding										
All public schools										
No Title I funds	19	2.3	20	2.5	8	1.6	49	3.5	50	3.7
Title I nonschoolwide	36	3.3	29	3.6	9	1.8	57	4.3	43	4.4
Title I schoolwide	52	4.8	40	5.0	25	4.0	65	4.7	51	5.1
Elementary schools										
No Title I funds	10	3.6	13	4.5	6	2.8	41	7.2	45	7.6
Title I nonschoolwide	41	6.0	31	6.2	10	2.6	54	6.3	39	6.5
Title I schoolwide	52	6.0	41	5.9	26	4.5	65	5.3	50	6.1
Middle/high schools										
No Title I funds	26	2.6	26	2.5	9	1.5	55	3.4	54	3.0
Title I nonschoolwide	28	3.3	25	3.0	7	1.5	61	4.0	49	3.6
Title I schoolwide	48	5.1	33	4.4	24	4.6	64	6.1	56	4.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996

Table B-17.—Percent of public schools with various involvement with the federal Title I program, by school characteristics: 1996

School characteristic	Receive Title I funds		Title I schools					
			Eligible to operate a schoolwide program		Plan schoolwide program for next year		Identified as in need of improvement under Title I	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All public schools	66	2.2	66	3.3	57	3.4	13	1.6
Instructional level								
Elementary school	75	3.6	66	4.1	56	4.4	14	2.2
Middle school	53	2.7	71	4.0	63	4.4	12	2.2
High school	50	3.0	64	5.3	52	5.0	12	2.3
Locale								
City	64	4.2	72	5.4	66	5.3	20	3.9
Urban fringe	48	5.8	67	9.2	60	9.5	10	3.8
Town	66	4.4	69	5.1	56	5.5	14	3.4
Rural	82	3.4	59	6.8	50	6.3	10	2.7
Percent of students eligible for free or reduced-price school lunch								
All public schools								
Less than 35 percent	45	3.9	52	6.6	46	6.4	10	3.6
35 to 49 percent	75	4.7	40	9.3	32	8.5	6	3.2
50 to 74 percent	86	2.3	77	5.5	67	5.7	12	3.5
75 percent or more	93	1.8	95	0.9	82	2.4	27	2.8
Elementary schools								
Less than 35 percent	49	7.0	49	10.1	45	10.2	13	6.0
35 to 49 percent	83	7.0	35	11.1	26	10.6	6	4.5
50 to 74 percent	94	2.9	76	7.2	67	7.3	10	4.6
75 percent or more	98	1.1	95	1.2	81	2.8	24	3.4
Middle/high schools								
Less than 35 percent	39	3.4	56	6.3	48	5.9	5	2.3
35 to 49 percent	60	5.0	53	9.0	44	8.4	4	2.6
50 to 74 percent	68	4.7	80	4.7	66	4.8	15	4.2
75 percent or more	78	5.1	97	1.9	88	4.3	37	6.1
Title I funding								
All public schools								
No Title I funds	0	0.0	-	-	-	-	-	-
Title I nonschoolwide	100	0.0	47	4.2	33	3.7	9	2.2
Title I schoolwide	100	0.0	91	3.2	87	3.2	19	2.7
Elementary schools								
No Title I funds	0	0.0	-	-	-	-	-	-
Title I nonschoolwide	100	0.0	39	5.8	24	4.8	10	3.7
Title I schoolwide	100	0.0	91	3.8	87	3.7	17	3.2
Middle/high schools								
No Title I funds	0	0.0	-	-	-	-	-	-
Title I nonschoolwide	100	0.0	59	4.5	47	4.2	8	1.9
Title I schoolwide	100	0.0	91	3.5	88	3.6	25	5.0

- Schools not receiving Title I funds were not asked these questions

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996

Table B-18.—Percent of Title I public schools that use Title I funds for various purposes, by school characteristics: 1996

School characteristic	Serve targeted children in a pull-out or in-class setting		Provide extended-time learning opportunities for targeted children		Improve the entire educational enterprise through a schoolwide program		Provide summer learning opportunities	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All public schools receiving Title I funds	88	1.3	64	2.9	36	2.4	37	2.4
Instructional level								
Elementary school	89	1.7	64	3.8	51	4.1	37	3.6
Middle school	88	2.0	67	4.1	19	2.2	40	4.1
High school	86	2.9	64	4.5	11	1.9	32	4.7
Locale								
City	77	4.7	74	4.5	50	5.0	48	6.1
Urban fringe	91	2.7	59	8.0	33	7.2	31	5.5
Town	89	2.8	61	5.2	29	4.1	36	4.5
Rural	93	1.5	62	6.0	32	4.8	32	5.6
Percent of students eligible for free or reduced-price school lunch								
All public schools								
Less than 35 percent	96	1.4	63	7.1	9	2.9	32	5.5
35 to 49 percent	94	3.0	48	7.6	21	6.6	29	7.5
50 to 74 percent	91	2.0	71	4.1	59	5.9	36	5.9
75 percent or more	70	4.0	72	3.0	84	2.4	51	4.0
Elementary schools								
Less than 35 percent	98	1.2	64	11.3	23	8.3	30	9.8
35 to 49 percent	96	4.1	44	11.1	35	10.9	26	9.8
50 to 74 percent	92	2.5	71	5.3	60	7.4	40	7.8
75 percent or more	70	4.9	70	3.3	85	2.8	50	4.6
Middle/high schools								
Less than 35 percent	92	2.8	61	5.7	0	0.0	35	5.9
35 to 49 percent	90	4.6	56	8.5	0	0.0	35	7.9
50 to 74 percent	88	3.0	71	3.8	58	6.9	26	4.9
75 percent or more	68	5.9	79	5.3	79	4.6	51	6.4
Title I funding								
All public schools								
No Title I funds	-	-	-	-	-	-	-	-
Title I nonschoolwide	94	1.4	59	4.4	0	0.0	30	3.8
Title I schoolwide	80	2.9	70	4.5	100	0.0	45	4.2
Elementary schools								
No Title I funds	-	-	-	-	-	-	-	-
Title I nonschoolwide	96	2.0	58	6.7	0	0.0	29	6.0
Title I schoolwide	82	3.2	69	5.2	100	0.0	45	4.9
Middle/high schools								
No Title I funds	-	-	-	-	-	-	-	-
Title I nonschoolwide	92	1.8	61	3.8	0	0.0	33	4.3
Title I schoolwide	74	4.6	78	4.4	100	0.0	43	4.6

NOTE: Figures in table are for schools receiving Title I funds.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Table B-19.—Percent of public school principals of Title I schools who are familiar to a moderate or great extent with various provisions in the Title I legislation, by school characteristics: 1996

School characteristic	Familiar with all eight provisions asked about		Apply high standards to all students		Flexibility to identify students for services		Extend learning time		Minimize pull-out programs	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All public schools receiving Title I funds	43	3.1	68	2.8	75	2.4	61	2.9	78	2.1
Instructional level										
Elementary school	48	4.3	71	3.4	80	3.1	64	4.2	87	2.6
Middle school	32	3.9	64	5.0	69	3.9	53	4.3	58	4.3
High school	29	4.6	57	5.6	59	5.2	54	5.1	59	5.2
Locale										
City	58	5.3	77	5.1	82	4.3	73	5.1	89	2.1
Urban fringe	50	8.4	76	6.9	75	6.7	65	9.4	86	4.4
Town	33	4.4	66	5.2	65	5.6	51	4.7	69	4.3
Rural	36	5.4	59	5.8	78	3.5	58	5.8	74	4.2
Percent of students eligible for free or reduced-price school lunch										
All public schools										
Less than 35 percent	36	6.9	58	6.0	67	5.0	47	6.7	69	5.4
35 to 49 percent	36	7.4	56	8.2	67	6.9	63	6.5	79	5.2
50 to 74 percent	41	6.0	74	4.8	83	3.4	63	5.3	84	3.3
75 percent or more	59	3.8	86	2.2	86	2.2	76	3.4	84	2.1
Elementary schools										
Less than 35 percent	42	11.3	61	9.1	73	7.9	51	10.6	80	8.1
35 to 49 percent	39	9.8	59	10.9	74	9.1	66	9.2	91	5.9
50 to 74 percent	45	7.8	75	6.1	86	4.7	63	6.8	88	4.3
75 percent or more	63	4.2	88	2.5	88	2.5	78	3.8	90	2.0
Middle/high schools										
Less than 35 percent	26	5.8	54	6.2	58	5.5	43	5.7	52	6.0
35 to 49 percent	28	8.2	49	8.7	51	8.1	55	7.6	52	8.1
50 to 74 percent	31	7.6	72	6.7	74	5.4	63	7.2	73	5.1
75 percent or more	44	5.3	77	5.1	78	4.2	66	5.8	63	5.7
Title I funding										
All public schools										
No Title I funds	-	-	-	-	-	-	-	-	-	-
Title I nonschoolwide	34	4.4	57	4.4	68	3.6	49	4.0	72	3.6
Title I schoolwide	54	4.2	82	3.5	85	3.1	77	3.6	87	2.4
Elementary schools										
No Title I funds	-	-	-	-	-	-	-	-	-	-
Title I nonschoolwide	38	7.2	59	6.8	74	5.5	49	6.8	83	4.7
Title I schoolwide	57	5.1	82	4.1	86	3.6	79	4.1	90	2.6
Middle/high schools										
No Title I funds	-	-	-	-	-	-	-	-	-	-
Title I nonschoolwide	28	4.2	54	4.6	58	3.8	48	4.2	53	4.1
Title I schoolwide	39	4.6	79	4.3	78	4.7	70	5.2	74	4.2

Table B-19.—Percent of public school principals of Title I schools who are familiar to a moderate or great extent with various provisions in the Title I legislation, by school characteristics: 1996 (continued)

School characteristic	Develop a parent involvement policy		Develop a school-parent compact		Assess student performance		Use performance results for school accountability	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All public schools receiving Title I funds	85	2.0	74	2.4	85	1.5	84	1.9
Instructional level								
Elementary school	91	2.5	80	3.4	91	1.9	90	2.7
Middle school	70	4.5	62	4.5	73	4.4	76	4.0
High school	70	5.2	55	5.2	71	5.0	68	5.5
Locale								
City	89	3.9	82	4.6	87	3.6	89	3.6
Urban fringe	91	3.3	76	7.1	92	2.7	86	5.5
Town	86	2.1	73	4.0	81	4.1	79	3.8
Rural	78	4.4	67	4.7	84	3.1	84	3.2
Percent of students eligible for free or reduced-price school lunch								
All public schools								
Less than 35 percent	77	5.0	63	5.7	84	3.3	83	3.6
35 to 49 percent	81	5.8	71	6.6	83	4.5	85	4.4
50 to 74 percent	92	1.8	78	4.6	83	4.1	80	4.8
75 percent or more	91	1.5	86	2.8	90	2.0	91	2.3
Elementary schools								
Less than 35 percent	86	7.8	73	9.3	93	3.9	93	4.1
35 to 49 percent	86	7.6	76	8.8	93	4.9	94	4.7
50 to 74 percent	97	1.7	83	5.8	85	5.4	80	6.6
75 percent or more	94	1.6	88	3.2	92	2.1	93	2.7
Middle/high schools								
Less than 35 percent	63	5.8	49	5.5	71	5.0	68	6.0
35 to 49 percent	70	7.8	59	8.8	59	8.6	64	8.7
50 to 74 percent	77	4.8	64	6.6	78	4.4	80	4.6
75 percent or more	80	4.7	78	4.6	83	4.4	81	5.4
Title I funding								
All public schools								
No Title I funds	-	-	-	-	-	-	-	-
Title I nonschoolwide	80	3.0	66	3.3	81	2.6	80	3.1
Title I schoolwide	91	2.2	83	3.5	91	1.8	90	2.1
Elementary schools								
No Title I funds	-	-	-	-	-	-	-	-
Title I nonschoolwide	90	4.8	74	5.6	89	3.7	87	4.9
Title I schoolwide	92	2.4	86	3.9	93	2.2	92	2.5
Middle/high schools								
No Title I funds	-	-	-	-	-	-	--	-
Title I nonschoolwide	66	3.8	55	3.8	68	3.6	68	3.9
Title I schoolwide	83	4.1	71	4.9	82	3.8	84	4.2

-Schools not receiving Title I funds were not asked these questions.

NOTE: Figures in table are for schools receiving Title I funds.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Table B-20.—Percent of public school principals of Title I schools who report that changes in the school would be required to a moderate or great extent to implement various provisions in the Title I legislation, by school characteristics: 1996

School characteristic	Changes required for all eight provisions asked about		Apply high standards to all students		Flexibility to identify students for services		Extend learning time		Minimize pull-out programs	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All public schools receiving Title I funds	12	2.0	47	3.3	42	3.2	52	3.6	44	2.8
Instructional level										
Elementary school	13	2.5	46	4.2	43	4.4	53	4.6	45	3.4
Middle school	9	2.6	48	5.4	41	4.3	51	5.3	42	4.5
High school	14	3.5	47	5.8	41	4.9	49	6.3	39	5.3
Locale										
City	22	5.4	53	6.0	55	6.3	54	5.8	46	6.5
Urban fringe	8	3.9	44	9.8	39	7.2	62	6.5	51	7.6
Town	14	3.8	50	6.3	43	5.7	49	7.0	47	6.2
Rural	7	1.9	42	5.8	35	5.5	47	6.3	37	5.3
Percent of students eligible for free or reduced-price school lunch										
All public schools										
Less than 35 percent	6	2.5	41	7.8	35	6.8	47	7.4	40	6.4
35 to 49 percent	12	4.8	49	9.3	33	7.6	54	10.1	38	7.7
50 to 74 percent	10	3.1	40	5.9	46	5.6	45	5.5	49	6.0
75 percent or more	24	4.0	59	3.5	57	3.6	63	3.4	49	3.6
Elementary schools										
Less than 35 percent	3	3.5	47	12.9	39	10.6	51	10.8	43	9.1
35 to 49 percent	14	6.7	47	11.6	--	--	--	--	38	9.6
50 to 74 percent	9	3.8	33	6.3	43	6.9	42	7.3	51	7.8
75 percent or more	25	5.1	59	4.3	56	4.6	63	4.3	49	4.7
Middle/high schools										
Less than 35 percent	9	3.2	32	7.0	29	5.3	41	6.7	35	5.5
35 to 49 percent	8	4.4	55	10.2	38	8.6	55	10.2	40	9.3
50 to 74 percent	11	4.8	60	8.2	52	6.2	54	6.3	43	5.6
75 percent or more	21	5.7	59	7.6	60	6.3	60	6.8	50	7.3
Title I funding										
All public schools										
No Title I funds	-	-	-	-	-	-	-	-	-	-
Title I nonschoolwide	10	2.1	43	5.0	41	4.7	52	4.8	43	4.8
Title I schoolwide	15	3.3	52	4.4	45	3.8	52	4.7	45	4.6
Elementary schools										
No Title I funds	-	-	-	-	-	-	-	-	-	-
Title I nonschoolwide	10	3.1	43	7.8	44	7.1	55	7.2	46	6.4
Title I schoolwide	15	3.8	50	5.0	42	4.4	51	5.5	45	5.3
Middle/high schools										
No Title I funds	-	-	-	-	-	-	-	-	-	-
Title I nonschoolwide	10	2.6	42	4.8	36	4.3	47	4.7	39	4.6
Title I schoolwide	15	3.6	61	7.2	57	5.6	57	5.5	43	5.0

Table B-20.—Percent of public school principals of Title I schools who report that changes in the school would be required to a moderate or great extent to implement various provisions in the Title I legislation, by school characteristics: 1996 (continued)

School characteristic	Develop a parent involvement policy		Develop a school-parent compact		Assess student performance		Use performance results for school accountability	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All public schools receiving Title I funds	45	3.1	50	2.9	41	2.8	45	3.8
Instructional level								
Elementary school	45	4.2	49	3.6	40	3.8	44	4.5
Middle school	42	4.8	51	4.8	40	4.9	43	4.9
High school	45	5.7	50	5.9	47	5.6	52	5.8
Locale								
City	58	5.9	58	5.5	48	5.7	53	5.8
Urban fringe	38	8.8	47	6.8	36	5.7	36	5.5
Town	47	5.1	55	5.6	39	5.1	38	6.5
Rural	37	5.1	42	6.4	40	6.0	49	7.1
Percent of students eligible for free or reduced-price school lunch								
All public schools								
Less than 35 percent	34	6.4	42	7.1	42	6.2	43	8.1
35 to 49 percent	40	8.2	43	8.3	32	7.0	44	9.2
50 to 74 percent	51	5.7	58	6.3	37	5.4	38	6.0
75 percent or more	56	3.5	57	3.6	53	3.7	56	3.5
Elementary schools								
Less than 35 percent	35	9.7	38	9.3	43	9.0	41	10.4
35 to 49 percent	40	9.9	--	--	--	--	--	--
50 to 74 percent	49	7.0	58	7.8	36	7.0	36	7.3
75 percent or more	56	4.6	57	4.7	53	5.1	55	4.8
Middle/high schools								
Less than 35 percent	34	5.9	50	7.2	39	6.7	47	7.4
35 to 49 percent	39	9.1	40	8.9	50	9.8	43	9.8
50 to 74 percent	56	6.7	56	8.4	38	6.3	44	5.8
75 percent or more	55	6.5	57	6.5	53	6.7	59	7.5
Title I funding								
All public schools								
No Title I funds	-	-	-	-	-	-	-	-
Title I nonschoolwide	44	4.7	49	4.4	38	3.9	42	5.5
Title I schoolwide	46	4.5	51	4.5	45	3.7	49	4.0
Elementary schools								
No Title I funds	-	-	-	-	-	-	-	-
Title I nonschoolwide	46	7.0	49	6.1	36	6.0	40	7.0
Title I schoolwide	44	5.4	49	5.2	44	4.4	48	4.8
Middle/high schools								
No Title I funds	-	-	-	-	-	-	-	-
Title I nonschoolwide	39	4.3	48	5.0	42	4.5	46	4.7
Title I schoolwide	57	5.2	59	6.5	47	6.3	52	6.4

-- Too few cases for a reliable estimate.

- Schools not receiving Title I funds were not asked these questions.

NOTE: Figures in table are for schools receiving Title I funds.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Appendix C

Tables of Standard Errors for Text Tables and Figures

Table 1a.—Standard errors of the percent of principals reporting that they are implementing various strategies in support of comprehensive reform, and percent reporting that they need information on these strategies: 1996

Strategy	All public schools	Instructional level			
		Elementary school	Middle school	High school	Information needed[1]
Implementing all 10 strategies asked about on the survey	1.3	2.1	1.6	1.6	--
Strategic plan	1.5	2.4	1.8	3.1	2.2
Professional development	1.4	2.0	1.7	3.5	2.4
Instructional materials	1.5	2.3	1.8	2.7	1.6
Innovative technologies	2.1	3.3	3.0	3.7	2.2
Adaptations for limited-English proficient students[2]	2.7	3.8	3.8	3.6	1.4
Adaptations for learning disabled students[2]	1.6	2.0	1.5	2.7	1.7
Assessments matched to content standards	1.9	2.6	2.6	2.8	2.3
Assessments for school accountability	2.1	3.2	2.0	3.2	2.2
Parent involvement activities	2.1	3.3	3.0	2.8	2.4
Restructuring the school day	2.4	3.6	3.0	3.1	2.1

-- Not applicable.

[1]Principals could select up to three strategies.

[2]Implementation among schools with these students enrolled.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Table 2a.—Standard errors of the percent of principals reporting various barriers to applying high standards to all students in the school: 1996

Barrier	Schools reporting barrier
No barriers reported	1.4
Teaching students who are at different levels	2.2
Inadequacy of parent involvement	2.2
Assessments that do not measure what students can do	2.6
Outdated technology	2.7
Inadequacy of professional development	2.1
Inadequacy of guidelines on what standards to use	2.4
High student mobility	2.1
Diversity of student population	2.4
Outdated textbooks	1.8
Language barriers	1.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Table 3a.—Standard errors of the percent of elementary school principals reporting various barriers to applying high standards to all students in the school, by percent of students eligible for free or reduced-price school lunch: 1996

Students eligible for free or reduced-price school lunch	Inadequacy of parent involvement	High student mobility	Diversity of student population	Language barriers	Teaching students who are at different levels	Assessments that do not measure what students can do
All public elementary schools	3.5	3.3	2.4	2.1	3.2	4.0
Less than 35 percent	5.8	4.7	4.8	1.7	5.9	6.0
35 to 49 percent	8.9	10.0	9.7	4.9	9.9	9.8
50 to 74 percent	7.2	7.7	7.0	5.0	6.4	7.1
75 percent or more	4.7	3.5	5.8	6.1	3.4	4.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Table 4a.—Standard errors of the percent of principals reporting that various sources of information or assistance have been very helpful in understanding or using comprehensive reform strategies or activities: 1996

Source of information or assistance	All public schools
Institutes or workshops	2.3
Other principals	1.8
School district	2.0
State- or district-sponsored education conferences	2.0
Professional journals	2.4
State-developed content standards	2.1
Other administrators	2.0
Professional principal associations	1.7
State department of education	1.6
Intermediate or regional education agency	1.8
National model content standards	1.8
Institutions of higher education	1.5
NSF-funded initiatives	1.2
Electronic networks/discussion groups	0.7
ERIC	0.9
ED regional labs	0.6
Other ED offices or programs	0.6
Media	0.7
Teacher unions or organizations	1.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Table 5a.—Standard errors of the percent of principals reporting a moderate to a great deal of influence of various groups over decisions related to reform: 1996

Group	Decision		
	Establishing curriculum for the school	Developing content standards for the school	Developing student performance standards for the school
State department of education	2.1	1.7	2.0
Local school board	2.2	2.4	2.1
Local district administrators	1.5	1.9	2.2
Principals and teachers at the school	2.1	2.0	2.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Table 6a.—Standard errors of the percent of principals reporting their school's participation in the Title I program: 1996

Instructional level	Received Title I funds in school year 1995-96	Title I schools		
		Eligible to operate a schoolwide program in school year 1995-96	Plan to operate a schoolwide program in school year 1996-97	Identified as in need of improvement under Title I in school year 1995-96
All public schools	2.2	3.3	3.4	1.6
Elementary school	3.6	4.1	4.4	2.2
Middle school	2.7	4.0	4.4	2.2
High school	3.0	5.3	5.0	2.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Table 7a.—Standard errors of the percent of principals of Title I schools reporting that they use Title I resources for various purposes, by instructional level: 1996

Use of Title I resources	All Title I schools	Instructional level		
		Elementary school	Middle school	High school
Serve targeted children in a pull-out or in-class setting	1.3	1.7	2.0	2.9
Provide extended-time learning opportunities for targeted children	2.9	3.8	4.1	4.5
Improve the entire educational enterprise through a schoolwide program	2.4	4.1	2.2	1.9
Provide summer learning opportunities	2.4	3.6	4.1	4.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Table 8a.—Standard errors of the percent of principals of Title I elementary schools reporting that they serve targeted children in a pull-out or in-class setting or operate a schoolwide program, by percent of students eligible for free or reduced-price school lunch: 1996

Use of Title I resources	All Title I elementary schools	Percent of students eligible for free or reduced-price school lunch			
		Less than 35 percent	35 to 49 percent	50 to 74 percent	75 percent or more
Serve targeted children in a pull-out or in-class setting	1.7	1.2	4.1	2.5	4.9
Improve the entire educational enterprise through a schoolwide program	4.1	8.3	10.9	7.4	2.8

NOTE: Public schools only are included.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Table 9a.—Standard errors of the percent of principals of Title I schools who report their programs were identified as in need of improvement under Title I in school year 1995-96, by various characteristics: 1996

Title I school characteristic	Identified as in need of improvement under Title I
Title I funding	
Nonschoolwide	2.2
Schoolwide	2.7
Percent of students eligible for free or reduced-price lunch	
Less than 35 percent	3.6
35 to 49 percent	3.2
50 to 74 percent	3.5
75 percent or more	2.8

NOTE: This survey included only public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System. "Public School Survey on Education Reform," FRSS 54, 1996.

Table 10a.—Standard errors of the percent of principals of Title I schools who report they are familiar with new provisions in the Title I program and standard errors of the percent who report that these new provisions will require changes in their schools: 1996

Title I provision	Familiar with provision	Change in school required*
Familiar with all 8 provisions		
All Title I schools	3.1	-
Nonschoolwide program	4.4	-
Schoolwide program	4.2	-
Apply high standards		
All Title I schools	2.8	3.3
Nonschoolwide program	4.4	5.0
Schoolwide program	3.5	4.4
More flexibility in identification		
All Title I schools	2.4	3.2
Nonschoolwide program	3.6	4.7
Schoolwide program	3.1	3.8
Extend learning time		
All Title I schools	2.9	3.6
Nonschoolwide program	4.0	4.8
Schoolwide program	3.6	4.7
Minimize pull-out programs		
All Title I schools	2.1	2.8
Nonschoolwide program	3.6	4.8
Schoolwide program	2.4	4.6
Develop a parent involvement policy		
All Title I schools	2.0	3.1
Nonschoolwide program	3.0	4.7
Schoolwide program	2.2	4.5
Develop a school-parent compact		
All Title I schools	2.4	2.9
Nonschoolwide program	3.3	4.4
Schoolwide program	3.5	4.5
Assess student performance		
All Title I schools	1.5	2.8
Nonschoolwide program	2.6	3.9
Schoolwide program	1.8	3.7
Use performance results for school accountability		
All Title I schools	1.9	3.8
Nonschoolwide program	3.1	5.5
Schoolwide program	2.1	4.0

*Among principals familiar with provision

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996

Table 11.—Standard errors for text figures

	Estimate	Standard error
Figure 1: Percent of principals reporting that their schools use content standards to guide curriculum and instruction in various subjects: 1996		
None	7	1.0
All four	78	1.8
Mathematics	92	1.0
Reading/language arts	90	1.3
Science	84	1.7
History/social studies	81	1.5
Figure 2: Percent of principals reporting that the content standards for any subject in their schools have changed in the last 3 years, by instructional level: 1996		
All public schools		
Moderate extent	40	2.3
Great extent	24	1.6
Moderate or great extent	64	2.2
Elementary schools		
Moderate extent	38	3.5
Great extent	28	2.7
Moderate or great extent	66	3.4
Middle schools		
Moderate extent	45	3.0
Great extent	22	2.5
Moderate or great extent	67	3.2
High schools		
Moderate extent	43	3.6
Great extent	14	2.2
Moderate or great extent	57	3.2
Figure 3: Percent of principal reporting that none, some,most, or all of their staff are ready to set or apply new high standards of achievement: 1996		
None	1	0.2
Some	23	2.1
Most	59	2.4
All	17	1.9
Figure 4: Percent of principals reporting all staff are ready to set or apply new higher standards of achievement for their students, by instructional level: 1996		
All public schools	17	1.9
Elementary school	21	2.9
Middle school	14	2.5
High school	9	1.9
Figure 5: Percent of principals who report that their schools use assessments that are expressed in terms of students meeting various levels of performance standards, by instructional level: 1996		
All public schools	66	2.1
Elementary school	69	3.6
Middle school	63	2.4
High school	57	3.0
Figure 6: Percent of principals reporting that their schools inform parents about the schools' expectations for student learning in various ways: 1996		
Provide overview of curriculum	81	1.9
Provide overview of content standards	61	2.6
Provide examples of successful student work	76	2.1
Provide school progress report	88	1.5
Figure 7: Percent of principals selecting various formats as their first choice to receive information about comprehensive reform strategies or activities: 1996		
Electronic	6	1.0
Workshops and summer institutes	52	2.4
Hard copy	42	2.6
Other	1	0.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Survey on Education Reform," FRSS 54, 1996.

Appendix D

Survey Form

NATIONAL CENTER FOR EDUCATION STATISTICS U.S. DEPARTMENT OF EDUCATION WASHINGTON, D.C. 20208-5651 **PUBLIC SCHOOL SURVEY ON EDUCATION REFORM** FAST RESPONSE SURVEY SYSTEM	O.M.B. No.: 1850-0727 EXPIRATION DATE: 5/31/96

This survey is authorized by law (P.L. 103382). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

DEFINITIONS FOR THIS SURVEY:

Comprehensive reform: Efforts to improve education for all students by establishing high content and performance standards and redesigning the various components of the education system in a coordinated and coherent fashion to support students learning to the standards.

Disability: An impairment that substantially limits one or more of the major life activities of individuals.

ERIC: Educational Resources Information Center. ERIC is an education database, clearinghouse, and document reproduction service financed by the U.S. Department of Education.

High standards: Refers to recent and current education reform activities that seek to establish more challenging expectations for student achievement and performance, such as the National Council of Teachers of Mathematics standards for math, state- or local-initiated standards in various subjects, and those outlined in Goals 2000.

School-parent compact: Voluntary written agreements between the school and parents on what each will do to help students succeed in school.

SSI/USI: National Science Foundation's Statewide Systemic Initiatives and Urban Systemic Initiatives programs. For these programs, NSF has cooperative agreements with states and urban areas to undertake comprehensive initiatives for education reform in science, mathematics, and technology.

AFFIX LABEL HERE

IF ABOVE INFORMATION IS INCORRECT, PLEASE MAKE CORRECTIONS DIRECTLY ON LABEL.

Name of person completing form: _____ Title: _____

Telephone: _____ Fax: _____ E-mail: _____

Best days and times to reach you (in case of questions): _____

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1650 Research Boulevard
Rockville, Maryland 20850

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0727. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

FRSS Form No. 54, 4/96

Please refer to definitions on the front cover.

Currently, there is discussion of the need to establish new high standards for student achievement both in the content that students are expected to learn (content standards) and in the level of performance that students are expected to achieve (performance standards, e.g., proficient, advanced, novice). Standards go beyond general expectations for student learning in that they are written, **may be externally developed**, and are to be applied uniformly by all teachers.

1. To what extent does your school use content standards to guide curriculum and instruction...

	Not at all	Small extent	Moderate extent	Great extent
a. In reading/language arts	1	2	3	4
b. In mathematics	1	2	3	4
c. In science	1	2	3	4
d. In history/social studies	1	2	3	4

2. To what extent have the content standards for any subjects in your school changed in the last three years?

No change..... 1 Small extent..... 2 Moderate extent.... 3 Great extent..... 4 No content standards..... 5

3. About what proportion of the staff in your school would you say are ready to set or apply new high standards of achievement for their students?

None..... 1 Some..... 2 Most..... 3 All..... 4

4. Various strategies are being proposed and developed to support comprehensive reform. In column A, indicate the extent to which the following strategies are being implemented in your school. In column B, indicate the areas where information is most needed. For e1 and e2 check the "none enrolled" box if your school does not have those students.

	A. Extent to which your school is implementing strategy				B. Information most needed
Strategy to support comprehensive reform	Not at all	Small extent	Moderate extent	Great extent	(Check three)
a. A strategic plan for enabling all students to achieve to high levels of performance	1	2	3	4	_____
b. Professional development to enable staff to teach the content students are expected to learn	1	2	3	4	_____
c. Instruction materials such as textbooks that expose students to the content they are expected to learn	1	2	3	4	_____
d. Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	1	2	3	4	_____
e. Adaptations so that all students are expected to achieve to high levels of performance, specifically:	None enrolled				
e1. Limited-English proficient students	☐ 1	2	3	4	_____
e2. Students with learning disabilities	☐ 1	2	3	4	_____
f. Assessments that measure performance against the content students are expected to learn	1	2	3	4	_____
g. Assessments that are used for school accountability and continuous improvement	1	2	3	4	_____
h. Parent involvement activities that help parents work with their children to achieve to high levels of performance	1	2	3	4	_____
i. Restructuring the school day to teach content in more depth	1	2	3	4	_____

5. In which of the following ways does your school inform parents about the school's expectations for student learning?

	Yes	No
a. Parents are provided with an overview of the school curriculum	1	2
b. Parents are provided with an overview of content standards	1	2
c. Parents are provided with examples of successful student work	1	2
d. Parents are provided with information about the entire school's performance and progress in meeting academic expectations	1	2

6. To what extent are assessments that your school uses expressed in terms of students meeting various levels of performance standards (e.g., proficient, advanced, novice)?

Not at all..... 1 Small extent..... 2 Moderate extent..... 3 Great extent 4

7. Using the scale 0 to 5, where 0 is "None" and 5 is a "Great deal," indicate how much actual influence you think each group or person has on decisions concerning A) establishing curriculum in your school, B) developing content standards for your school, and C) developing student performance standards for your school.

	A. Establishing curriculum						B. Developing content standards						C. Developing student performance standards					
	None					Great deal	None					Great deal	None					Great deal
a.	State department of education	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5
b.	Local school board	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5
c.	Local district administrators	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5
d.	Principals and teachers at the school	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5

8. How helpful have the following sources of information or assistance been in helping you understand or use comprehensive reform strategies or activities such as those mentioned in question 4?

		Not used	Not at all helpful	Somewhat helpful	Very helpful
a.	Other principals	1	2	3	4
b.	Professional principal associations	1	2	3	4
c.	Teacher unions or organizations	1	2	3	4
d.	Other administrators	1	2	3	4
e.	School district	1	2	3	4
f.	Intermediate or regional education agency	1	2	3	4
g.	State department of education	1	2	3	4
h.	U.S. Department of Education Regional Labs	1	2	3	4
i.	U.S. Department of Education's ERIC	1	2	3	4
j.	Other U.S. Department of Education offices or programs	1	2	3	4
k.	National Science Foundation-funded initiatives (e.g., SSI, USI)	1	2	3	4
l.	National model content standards	1	2	3	4
m.	State-developed content standards	1	2	3	4
n.	Institutions of higher education	1	2	3	4
o.	Professional journals	1	2	3	4
p.	State- or district-sponsored education conferences	1	2	3	4
q.	Institutes or workshops	1	2	3	4
r.	Electronic networks/discussion groups	1	2	3	4
s.	Media (e.g., newspapers, television)	1	2	3	4
t.	Other *(specify)*_____	1	2	3	4

9. In what format do you prefer to receive information? Please rank the following in order of your preference from 1 to 4, with 1 = 1st choice; 2 = 2nd choice; 3 = 3rd choice; and 4 = 4th choice. If you do not have access to format "c" (electronic), circle "no access."

		Rank	
a.	Hard copy (e.g., journal articles, magazines)	___	
b.	Workshops and summer institutes	___	
c.	Electronic (e.g., e-mail, Internet, electronic bulletin boards, micro cards)	___	No access
d.	Other *(specify)* _____	___	

10. What percent of the students in your school are eligible for the free or reduced-price lunch program? _____%

11. Did your school receive federal Title I funds in school year 1995-96?

Yes 1
No 2
Don't know ..... 3] *(If "No" or "Don't know," skip to question 17)*

12. Is your school eligible to operate a Title I schoolwide program?

Yes ..... 1 No ..... 2 Don't know 3

13. Does your school plan to operate a Title I schoolwide program in school year 1996-97?

Yes ..... 1 No ..... 2 Don't know 3

14. Was your school identified in school year 1995-96 as in need of improvement under Title I?

Yes ..... 1 No ..... 2 Don't know 3

15. How is your school using Title I resources?

	Yes	No
a. To serve targeted children in a pull-out or in-class setting	1	2
b. To provide extended time learning opportunities for targeted children	1	2
c. To improve the entire educational enterprise through a schoolwide program	1	2
d. To provide summer learning opportunities	1	2

16. Recent federal legislation made changes to Title I that affect schools in a number of ways. For each item below, indicate:
In column A, the extent to which you are **familiar with** the Title I change.
If you are familiar with the change, in column B indicate the extent to which you feel it requires **changes** in your school.
Rate on a scale from 1 to 4, where 1 = not at all; 2 = small extent; 3 = moderate extent; 4 = great extent.

Title I change:	A. Familiar with Title I change				B. Changes in school required			
a. Apply high state-approved standards to all students	1	2	3	4	1	2	3	4
b. More flexibility to identify students for services	1	2	3	4	1	2	3	4
c. Extend learning time	1	2	3	4	1	2	3	4
d. Minimize pull-out programs	1	2	3	4	1	2	3	4
e. Develop a parent involvement policy	1	2	3	4	1	2	3	4
f. Develop a school-parent compact	1	2	3	4	1	2	3	4
g. Assess student performance	1	2	3	4	1	2	3	4
h. Use student performance results for school accountability and continuous improvement	1	2	3	4	1	2	3	4

17. To what extent are the following items barriers to applying high standards to all students in your school?

	Not at all	Small extent	Moderate extent	Great extent
a. Inadequacy of guidance on what standards to use	1	2	3	4
b. Inadequacy of parent involvement	1	2	3	4
c. Inadequacy of professional development	1	2	3	4
d. Outdated textbooks	1	2	3	4
e. Outdated technology	1	2	3	4
f. High student mobility	1	2	3	4
g. Diversity of student populations	1	2	3	4
h. Language barriers	1	2	3	4
i. Teaching students who are at different levels	1	2	3	4
j. Assessments that do not measure what students can do	1	2	3	4
k. Other *(specify)*_____	1	2	3	4

18. Are you aware that schools can request waivers of statutory and regulatory requirements in federal elementary and secondary education programs?

Yes ..... 1 No 2

Please refer to definitions on the front cover.

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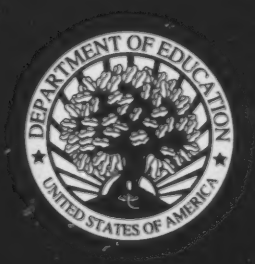

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